DOCUMENT RESUME

ED 456 837 IR 020 988

TITLE	CNN Newsroom Classroom Guides, August 2001.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	2001-00-00
NOTE	134p.
AVAILABLE FROM	Turner Educational Services, Inc., 33 S. Delaware Avenue, Yardley, PA 19067 (specify date; videos of broadcasts $24.95 per episode). Tel: 800-344-6219 (Toll Free); Fax: 215-579-8589. For full text: http://learning.turner.com/newsroom/archive.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS	*Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of August 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: special series on the teenage brain, and MTV celebrates its 20th anniversary (August 2-3); violence rocks the Middle East, a team of scientists plans to begin cloning human beings, scientists disagree on the issue of human cloning, summertime heat and humidity can take a dangerous toll on the body, and President Bush allows limited funding for stem cell research (August 6-10); 20 years ago IBM unveiled its signature PC, efforts are underway to eradicate polio by 2005, Fidel Castro turns 75, and special report on Amra Trebinjac in Sarajevo (August 13-15, August 17); Russians remember the 1991 coup attempt that fatally wounded communism, patents may threaten access to stem cell lines, the Federal Reserve Board cuts interest rates again, liberals look for a new political target as Senator Jesse Helms announces his retirement, and France and Germany face rising unemployment (August 20-24); East Timor prepares for its first democratic elections, the National Institutions of Health (NIH) releases a list of labs that own the existing lines of embryonic stem cells, how much homework is enough for children, more U.S. schools are instituting dress codes, and college students discuss the challenges of money management (August 27-31). (AEF)

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ED 456 837

CNN Newsroom Classroom Guides,
August 2001

M. Stevens

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CNN NEWSROOM Guide

August 02, 2001

------------- PROGRAM RUNDOWN -------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Special Series ... 06:15...07:20
New information leads scientists to a greater understanding of the teenage brain.

Special Series ... 03:50...11:10
What substances threaten the healthy development of the teenage brain?

DAILY DESK ... 00:25...11:35

Science Desk ... 02:10...13:45
Robotic researchers discuss how artificial intelligence impacts our daily lives.

Ask CNN ... 01:20...15:05
How is a tiny computer chip able to hold so much information?

WORLDVIEW ... 00:35...15:40

Information Please ... 01:55...17:35
Traffic accidents are becoming a serious problem in Cuba.

Culture Watch ... 02:20...19:55
A Singapore taxi driver uses karaoke to help his passengers feel less stressed.

Inside Asia ... 02:55...22:50
A new hotel opens in Singapore that caters to koi enthusiasts.

NEWS CHRONICLE ... 00:30...23:20

"Total Request Live" ... 04:05...27:25
Teen viewers make MTV's "Total Request Live" a top rated show.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Special Series: Your Brain: Part I

3

1. What have scientists recently discovered about the teenage brain? How did some of the teenagers in the video respond to this news? Why does this information provoke strong reactions from some teens?

2. Until now, what did scientists believe was the most important time for brain development? Now, how many major periods of brain growth do they believe exist? Between what ages does the first period of growth take place? Where in the brain does this "virtual forest fire of growth" occur? What kinds of things do the frontal lobes control? What kind of brain growth spurt takes place between the ages of seven and thirteen? What skills are affected during this growth spurt?

3. When does the rapid growth of the brain come to an end? How does the brain begin to "fine-tune" itself during this phase? What kinds of skills can become more of a challenge during this period? To what part of the brain can "teen angst" be traced? Why? How can parents play a role in their teenager's maturation during these critical years?

4. Direct groups of students to research the anatomy of the brain, and create diagrams or other visual aids to help explain it. Have each group present its work. Post groups' efforts around the classroom and use them as references as the class continues to explore the human brain.

5. Inform your students that the amygdala is an almond-shaped area of the brain that receives signals of danger and begins to set off a series of reactions designed for "fight-or-flight." Have students work in groups to research the amygdala and its fight-or-flight response system, and share their findings in class. Point out that the amygdala has been associated with phobias and some emotional reactions. How might these aspects of human behavior be explained by the function and activity of the amygdala? Discuss.

6. In this segment, we learn that many aspects of human adolescence may be rooted in the teenage brain. As a class, brainstorm a list of general emotional and mental characteristics of the teenage years, such as sleepiness, rebelliousness, or lack of self-control. Write these characteristics on the board. Divide the class into small groups. Challenge each group to choose one characteristic and determine to what extent, if any, that characteristic can be tied to the brain. If the characteristic can be linked to the teenage brain, have the group examine the biology involved (for example, what part of the brain houses this emotion or condition, and how the teenage brain may be conducive to it). Have each group present its information to the class. Next, discuss environmental and external factors that might play a role in teenage behavior and characteristics. Do students think the teenage mind is more a product of biology or society? Why?

LINKS:
http://www.med.harvard.edu/AANLIB/home.html
http://pegasus.cc.ucf.edu/~Brainmd1/brain.html#table
http://www.vh.org/Providers/Textbooks/BrainAnatomy/BrainAnatomy.html
http://www.eqtoday.com/hijack.html
http://www.sfn.org/briefings/fear.html

Special Series: Your Brain: Part II

1. What is Ecstasy? How prevalent is the use of this drug among U.S. teens? To what extent is Ecstasy being used by students at your school? Why is the U.S. Senate probing the Ecstasy issue? For discussion questions and an activity on this topic, check out the Health Desk section of the 7-31-01 Newsroom Daily Guide .

2. Why is your brain often referred to as "the master control center of the body"? How is the brain protected within the human body? What do we know about the brain and its features? What is the difference between gray matter and white matter? What protects white matter in the fully-developed adult brain? When do the nerves that regulate emotion, judgment and impulse control become fully covered in myelin? How does this underscore the need to protect the young brain?

3. What are some experimental behaviors in which some teens engage that could be harmful to the brain? According to Dr. Jay Giedd, which behavior may be especially dangerous? What is huffing? Why is inhalant abuse especially harmful? What other negative behaviors are the subject of neuroscientists' research?

4. How do drugs affect the brain? We've all seen the "This is your brain on drugs" ads, but what exactly do substances like nicotine, marijuana, cocaine, alcohol and even caffeine do to the human brain? Divide the class into groups. Have each group choose one drug and examine the neurological consequences of its use, focusing on the brain. Direct groups to present their information with illustrations and charts, if possible. Relying on what they have learned in the first two parts of this series, ask students to speculate as to whether these substances would have more harmful long-term consequences for the teenage brain or the adult brain, and why.

5. Invite a physician or other scientist to address the class on what teens can do to promote healthy brain development. Focus the discussion not only on the negatives to avoid, but also on positive behaviors that could enhance brain health and function over the long-term. Have the class combine what they have learned with additional research to create an informative brochure on "The Healthy Brain," and make copies available in your guidance department and clinic.

   EXTENSION: You can find additional information, discussion questions, and activities on the brain at the following CNN.fyi.com and Harcourt.com sites:
   http://fyi.cnn.com/fyi/interactive/news/brain/index.html

   http://www.harcourtschool.com/activity/brain/brain.html.

LINKS:
http://faculty.washington.edu/chudler/neurok.html
http://www.psc.edu/science/Goddard/goddard.html
http://www.brain.com/

EDITOR'S NOTE:
adolescent brain
frontal lobes
neurons
amygdala
myelin
inhalant abuse
addiction
neuroscientist

DAILY DESK

Science Desk: Artificial Intelligence

1. What is the premise of the movie "A.I."? In the movie, what is the meaning and significance of the boy robot's statement, "I'm a boy"?

2. Have students use the Web sites below to define the terms "artificial intelligence" and "robots." Then ask: How has artificial intelligence influenced the development of robots? How do you think further advancements in technology could impact robots? What are some examples of ways that artificial intelligence is embedded in our daily lives? What types of software and hardware robots are mentioned in the video? What are the differences between these two types of robots?

3. Have students brainstorm a list of robots or robotic devices that currently exist. Also, instruct students to brainstorm a list of fictional robot or robotic devices that are featured in movies. What

are some similarities and differences in the two lists? Do you think that movie or fictional robots influenced the creation of current robots? Discuss.

4. What are some similarities and differences between humans and robots? What characteristics and abilities do you think human-like robots should have? Write students' answers on the board. Then ask: Do you think scientists should continue to try to create a robot that is capable of imitating intelligent human behavior? Discuss.

5. TEACHERS: For more information on robots, check out the following Riverdeep.net sites: http://www.riverdeep.net/teaching_the_news/news_2000/dec/120100_robots.jhtml

   http://www.riverdeep.net/teaching_the_news/news_2000/august/080300_robotics. jhtml.

LINKS:
http://www-formal.stanford.edu/jmc/whatisai/node1.html#SECTION00010000000000000000
http://ai.about.com/library/weekly/aa051899.htm
http://www.utm.edu/research/iep/a/artintel.htm

EDITOR'S NOTE:
artificial intelligence
robotics
emotions

WORLDVIEW

Information Please: Cuba Traffic

1. Why must every car in Cuba undergo a safety inspection? How many more road accidents occur in Cuba than in the U.S. and Japan? According to the Cuban government and the country's citizens, why are more accidents taking place in Cuba? Why do you think the Cuban government and the nation's citizens have differing views on this issue?

2. Refer students to the last two links below, a driver education instructor, and other resources to learn about the incidence of traffic accidents in your country. Instruct students to identify the factors that cause traffic accidents, including vehicle and equipment problems, alcohol, handheld cellphones, passengers, and road defects, and what the government and drivers are doing to combat these problems. After students share their findings, ask: How can Cubans decrease the number of road accidents in their country? Do you think auto safety inspections alone will solve Cuba's road problems? Discuss.

LINKS:
http://64.21.33.164/CNews/y00/may00/05e2.htm
http://www.paho.org/English/SHA/prflcub.htm
http://www.state.gov/www/regions/wha/cuba/country_info.html
http://www.nhtsa.dot.gov/
http://www.aaa.com/

Culture Watch: Singapore Karaoke Taxi

1. Who is Jeffery Tan? How does he entertain his passengers? Do you think "karaoke cab rides" would appeal to people in your country? Why or why not?

2. In the video, Tan states that today's world is fast paced and very stressful. What does Tan mean? Do you agree? Discuss. What causes you to become stressed? How does stress affect you? Do you think singing is a good way to reduce stress? How do you deal with stress?

3. How can stress affect the human body? Have students work in groups to learn more about the effects (positive and negative) of stress. Pose the following questions to guide students' research: What diseases and disorders can be directly related to harmful stress? How can people relieve harmful stress? What is the physiology behind these methods? Have students share their findings in a class discussion.

LINKS:
http://www.stresscure.com/hrn/facts.html
http://go.drkoop.com/conditions/Stress/page_18_63.asp
http://web.inter.nl.net/hcc/T.Compernolle/strescat.htm
http://www.mayohealth.org/home?id=HQ01446
http://stress.about.com/library/weekly/aa072401a.htm

Inside Asia: Singapore Fish Hotel

1. What are koi? Where is the Koi Hotel located? Why is this hotel unique? What services does the hotel provide?

2. Why do you think people get involved in the hobby of keeping koi? Does this hobby appeal to you? Why or why not? What types of hobbies do you enjoy and why? How did you become interested in these hobbies? If someone is interested in pursuing these hobbies, how should they get started? Do you think it is important for people to have hobbies? Discuss.

3. Refer students to the links below to learn more about koi and the challenges of raising and breeding these fish. Working in groups, have students create a booklet entitled "What Every Beginner Should Know About Raising Koi." Have students include the following information about koi:
    1. different classifications
    2. life span
    3. habitat
    4. equipment
    5. diet
    6. breeding
    7. common fish health problems and how they can be avoided.

   Have students give a copy of the booklet to your school's library.

LINKS:
http://www.vcnet.com/koi_net/
http://www.koiusa.com/
http://www.koivet.com/

EDITOR'S NOTE:
Cuba
traffic accidents
stress
Singapore
karaoke
hobby
koi

NEWS CHRONICLE

"Total Request Live"

1. What is MTV? What is "Total Request Live" ("TRL")? How many viewers does "TRL" have? Why do you think "TRL" appeals specifically to teenagers? How has this show impacted the music industry? If you have watched "TRL," what is your opinion of the show?

2. How much money did teenagers spend on music last year? Inform students that teenagers have become a recognized consumer force in America. Have students create a list of products and services that are bought by teenagers, such as clothes, music, movies, make-up, computers and sports equipment. Group students. Have each group select a product or service from the list, and identify how companies are using advertising and other forms of promotion to entice teenage consumers. Have groups share their findings. Ask: Are these advertising campaigns effective? Why or why not? What is a critical consumer? Do you think most teenagers spend their money wisely? Why or why not?

3. TEACHERS: For information and a CNNfyi.com lesson plan on the 20th anniversary of MTV, go to:
   http://fyi.cnn.com/2001/fyi/lesson.plans/08/01/mtv.20/index.html.

LINKS:
http://www.mtv.com/sendme2.tin?page=/mtv/tubescan/trl/
http://www.cnn.com/CNN/Programs/showbiz.today/featured.story/0107/31.html
http://www.wa.gov/ago/youth/
http://seattletimes.nwsource.com/news/business/html98/altgeny_021398.html

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EDITOR'S NOTE:
MTV
"Total Request Live"
cable television
marketing vehicle
consumer force
teenagers

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CNN NEWSROOM Guide

August 03, 2001

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:35...01:05

Top Story ... 04:45...05:50
MTV celebrates its 20th anniversary.

In the Headlines ... 02:25...08:15
Mexico's President Fox challenges the U.S. Senate's decision to ban Mexican trucks from U.S. roads.

DAILY DESK ... 00:30...08:45

Editor's Desk ... 03:45...12:30
CNN Headline News is changing to meet viewers' needs.

WORLDVIEW ... 00:35...13:05

Student Bureau ... 02:00...15:05
The Sunderbans, home to the bengal tiger, is threatened by deforestation and pollution.

Inside Asia ... 03:00...18:05
A Buddhist monk urges Thais to donate their gold to the government.

Culture Watch ... 01:20...19:25
A Claude Monet painting fetches millions at a Sotheby's auction.

Information Please ... 03:00...22:25
Seattle's Space Needle is the city's top tourist attraction.

NEWS CHRONICLE ... 00:30...22:55

College Prep ... 04:25...27:20
U.S. states differ in terms of how well they prepare their students for college.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: MTV at 20

1. What is MTV? When was it founded? How has the cable industry changed since 1981? How many households throughout the world have MTV? How much money did MTV networks make last year?
2. How has MTV changed over the years? To what extent has MTV impacted the music and television industries? Why do you think MTV appeals specifically to teenagers? What is "pop culture"? Challenge your students to create a list of ways that MTV has influenced pop culture during the last 20 years.
3. TEACHERS: For more information and a CNNfyi.com lesson plan on the 20th anniversary of MTV, go to:
   http://fyi.cnn.com/2001/fyi/lesson.plans/08/01/mtv.20/index.html.

LINKS:
http://www.mtv.com/
http://www.cnn.com/CNN/Programs/showbiz.today/featured.story/0107/31.html

In the Headlines: Mexico Truck Ban

1. How far can Mexican trucks go into the U.S.? Why? What percentage of trade between Mexico and the U.S. is transported by trucks? Why has the U.S. Senate passed a bill prohibiting the transit of Mexican trucks on U.S. roads? How has Mexico's President Vicente Fox responded to this bill?
2. Inform students that, according to Associated Press journalist Julie Watson, "Unrestricted truck traffic between Mexico and the U.S. was supposed to start last year under the NAFTA, which took effect in 1994. The Clinton administration, under pressure from organized labor, blocked that from happening." Then, refer students to multimedia resources to research the history of the bill that has just been passed and the benefits and drawbacks of allowing unrestricted truck traffic into both nations. Have students consider the implications for both Mexican and U.S. trucking companies. Why would organized labor oppose unrestricted trucking? Do you think this is a partisan issue? Discuss.
3. What is the North American Free Trade Agreement (NAFTA)? Use this opportunity to introduce your students to NAFTA. Point out that, although the objective of this agreement was to establish a North American free trade zone, not everyone supported it when it was brought before Congress. Divide your class into groups and have each examine the benefits and downsides of NAFTA. Have each group prepare a chart or visual organizer to present this information. After the presentations, poll students to see whether they think the benefits of NAFTA have outweighed any downsides, or vice-versa.

LINKS:
http://cnn.com/2001/ALLPOLITICS/07/26/mexican.trucks/index.html
http://www.cnn.com/2001/ALLPOLITICS/07/25/mexico.trucks.ap/
http://elections.excite.com/news/ap/010627/18/int-mexico-us-trucks
http://www-tech.mit.edu/Bulletins/nafta.html
http://ffas.usda.gov/info/factsheets/nafta.html
http://lanic.utexas.edu/la/Mexico/nafta/index.html

EDITOR'S NOTE:
MTV
popular culture
cable television
music industry
NAFTA
trucks

transportation
Mexico

DAILY DESK

Editor's Desk: CNN Headline News

1. What are some of the characteristics of the new Headline News? Why is AOL/TimeWarner revamping Headline News? What is the major difference, in terms of broadcast presentation, between the old and new Headline News? How many cameras will now be used? What will the new screen look like? How will the stage set change?
2. What did CNN have to do to prepare for these changes? Do you think it is important that CNN hired new anchors? Explain. Who are the two individuals who will lead the team of six anchors? Why do you think it was necessary to develop new software for Headline News? What are ratings? Why do you think it is important for a television station to have high ratings? How have CNN and Headline News changed the way Americans get the news over the last two decades? How are the changes in the way people view the news a result of changing lifestyles?
3. Divide students into groups. Have each group research a portion of telecommunications history, beginning with the invention of the telegraph, and moving to advances such as the telephone, radio, television, radar, transistors, satellites, cable, the Internet and cell phones. Direct students to use their information to design a colorful and detailed timeline showing how each invention was built upon the technology of previous innovations. Display the timeline in the hallway near your school's media center.
4. Before electronic communication, people had to rely on primitive means of conveying information over long distances. Have students try to communicate with each other in pairs using Morse code and the blunt end of a marker to tap out messages, or have them design flags to use for semaphore communications. Students will need to research the symbols for these using the Web sites provided below. In a class discussion, elicit reasons from students as to why these forms of communication are less effective and efficient than television, the telephone, or the Internet.

LINKS:
http://amacord.com/telecom/
http://library.thinkquest.org/26451/contents/timeline/intro.html
http://www.nielsenmedia.com/

EDITOR'S NOTE:
news anchor
television network
renaissance
still store
air play
teleprompter

WORLDVIEW

Student Bureau: Sunderbans

1. Where is the Sunderbans? What kind of forest is it? Why are fish in the Sunderbans dying? What is threatening the habitat of the bengal tiger? What is the current estimated population of bengal tigers in the Sunderbans?
2. Point out to students that the Sunderbans is a UNESCO World Heritage Site. To achieve this status,

the forest needs to have "natural features consisting of physical and biological formations or groups of such formations which are of outstanding universal values from the aesthetic or scientific point of view," according to the UNESCO Web site. Have students work in groups to research the Sunderbans' physical and biological features, and share their findings. What makes the Sunderbans aesthetically and scientifically "valuable"? Discuss.

LINKS:
http://www.shubhyatra.com/htm/westbengal/sunderbans.htm
http://bengaliculture.about.com/library/weekly/aa081200a.htm
http://www.indianwildlife.com/npsunderbans.htm

Inside Asia: Thai Gold

1. Why is the Buddhist monk in the video urging Thais to donate their gold to their government? What is Thailand's unit of currency? How does the government use these donations?

2. How much has this monk raised since Thailand's economy crashed four years ago? In what form are most donations made? What does the government do with this jewelry? Does it appear that these donations are helping Thailand's economy? Explain.

3. Thai officials have a slogan for the gold campaign seen in the video. They call it "Thais help Thais." Ask students if they understand why Thailand's government is in need of economic help. Have students work in groups to research the Asian economic crisis that occurred four years ago and its lingering effects today. Discuss the impact of the crisis on the value of the Thai baht, and how this impact affects everyday life in Thailand.

LINKS:
http://www.iht.com/IHT/TC/98/tc010298.html
http://archive.nandotimes.com/newsroom/ntn/biz/070698/biz26_19231_noframes.html
http://www.bizreport.com/international/2001/01/20010125-1.htm
http://www.odci.gov/cia/publications/factbook/geos/th.html

Information Please: Space Needle

1. Where is the Space Needle located? What are some of the sights one can see from its observation deck? How tall is the Space Needle? How many visitors does it attract each year?

2. When and why was the Space Needle built? Why do you think it has become the symbol of the Pacific Northwest? Why does Jeffrey Wright, Chairman of the Space Needle Corporation, put the tower in a category with the Eiffel Tower? Do you agree or disagree with him? Explain.

3. How are landmarks a part of a community's identity? In this video, we hear that the Space Needle is the symbol of the Pacific Northwest. Divide your class into groups. Direct each to learn more about a landmark that could be considered the symbol of your community. Have groups conduct research to learn more about their chosen landmarks and present their findings. Discuss what these landmarks tell others about your community and its culture.

LINKS:
http://www.seattleinsider.com/events/guides/cityguide/spaceneedle.html
http://www.spaceneedle.com/
http://www.imsa.edu/~mozart/fun/needle.html

EDITOR'S NOTE:
Sunderbans
bengal tiger
Buddhist monk

Thailand
gold
economic crisis
Space Needle
Pacific Northwest

NEWS CHRONICLE

College Prep

1. What is The Nation's Report Card? According to the National Assessment of Educational Progress (NAEP), what type of educational disparity exists between U.S. states? How is this disparity impacting some college freshmen? How can college freshmen maximize their chances for success during their first year at college? What can college-bound high school students do to ensure that they are academically prepared for college?

2. Direct students to the second Web site below to learn about their state's student and school population and its NAEP testing results. Have students compare their state's subject report cards to the subject report cards of other states. Next, divide your class into eight groups and assign each group one of the NAEP subject areas. Instruct each group to assess the learning opportunities in the subject area that are available at their school. Students will want to examine the frequency and level of classes offered for each subject. Then, ask students to propose ways for their school to enhance learning opportunities in each subject. Invite your principal to attend a class discussion in which students share their findings and ideas. Ask your principal to share his/her thoughts about the educational challenges facing your state, and what is being done to address these challenges.

3. Invite a guidance counselor or independent college counselor to talk with your class about colleges and universities and the ways in which early preparations can help students get to the schools of their choice. Have your students brainstorm questions to ask ahead of the presentation. After the session, ask students to write essays about their plans after they graduate from high school and the steps they are taking to ensure their success.

LINKS:
http://nces.ed.gov/nationsreportcard/
http://nces.ed.gov/nationsreportcard/states/
http://familyeducation.com/topic/front/0,1156,1-7977,00.html
http://www1.kaplan.com/
http://www.college-prep.com/

EDITOR'S NOTE:
The Nation's Report Card
educational challenges
disparity
college freshmen
curriculum
public school education

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CNN NEWSROOM Guide

August 06, 2001

CNNfyi.com has a new look! Check it out! Go to: CNNfyi.com.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:25... 00:25

TODAY'S NEWS ... 00:25...00:50

Top Story ... 02:30...03:20
Violence rocks the Middle East.

Top Story ... 07:50...11:10
The trauma of the Mideast conflict inflicts deep psychological wounds.

Look Ahead ... 00:30...11:40
August 17th: CHILDREN OF WAR

DAILY DESK ... 00:30...12:10

Environment Desk ... 02:15...14:25
A pair of giant pandas is packing in the crowds at the Washington National Zoo.

WORLDVIEW ... 00:30...14:55

One World Habitat ... 03:30...18:25
Jamaican fishermen band together to preserve their environment and livelihood.

Inside North America ... 03:10...21:35
Visiting the Olympic National Park is like taking three different vacations.

Sports Page: China Olympic Athletes ... 03:10...24:45
Some Chinese children train from an early age to become Olympic athletes.

NEWS CHRONICLE ... 00:30...25:15

Homeless Camp ... 02:15...27:30
Camp Homeward Bound gives homeless kids a break from bad memories.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mideast Violence

1. What Israeli city was the site of a gunman's attack this weekend? What was the target of an Israeli missile attack in the Palestinian region? How did Fatah leader Marwan Barghouti react to the attack? What do you think he means by "state-sanctioned policy of assassination"? Who is Shimon Peres? How did he respond to Barghouti's call for international condemnation of Israel?

2. What has been the U.S. policy towards Israeli attacks on individual Palestinians? Why do the Palestinians want the U.S. to send "observers" to the region? Who do you think these observers would be? What do you think these observers would do? Do you think the United States should send observers to the Middle East? Why or why not?

3. Point out to students that, at the end of the video, we hear the reporter say, "Israel says it will not consider negotiation until the violence ends. Palestinians say the violence cannot end without some form of negotiation." He goes on to call these "incompatible positions." Discuss this quote and how it illustrates the incompatibility between the two sides. Then, direct groups of students to the Web sites below and other resources to learn more about the conflict between Israelis and Palestinians. Have each group list and discuss the specific issues that have resulted in a breakdown of negotiations and an increase in violence.

LINKS:
http://www.cnn.com/SPECIALS/2000/mideast/index.html
http://www.cnn.com/2001/WORLD/meast/08/05/mideast.violence/index.html
http://www.cnn.com/2000/WORLD/meast/10/17/mideast.ancientroots/

Top Story: Trauma of Conflict

1. What happened to Murad's neighborhood? Why does 11-year old Hammam still come to that site? What did his father do when their house was bulldozed? Where does the Abu Loz family live now? What aspects of the family's everyday life illustrate the stress its members feel?

2. Why is Dr. Nimer Abu Zarqa able to empathize with this family? How has the Mideast conflict affected his family? In spite of their suffering, why do few in Gaza actually acknowledge their psychological trauma? In what other ways to they express their depression? How are the psychological effects of the Mideast conflict illustrated in the behavior of the Gaza's children? How does the summer vacation camp seen in the video try to help some of the area's young girls?

3. How has the "massive social upheaval," as mentioned in the video, put strains on all the relationships you have seen among family members and friends? Why do you think the displaced adults and children are reacting this way? How might this situation be similar to what people face when forced from their homes due to natural disasters or severe financial problems?

4. Psychological stress can have serious physical consequences. Direct your students to the Internet and medical resources to learn more about the effects of stress on the human anatomy. Have students consider the long and short term physical effects on the body's different systems as they conduct their research. Challenge each student to present his or her findings in visual form, such as a diagram or chart. Speculate as to the medical problems that may surface decades from now as the children of Mideast grow up under the cloud of war.

LINKS:
http://www.warchild.org/projects/centre/wartrau.html
http://www.heartmath.org/ResearchPapers/IgAPaper/IgAPaper1.html
http://www.newday.com/guides/mango/16psychosocial.html
http://www.ptsdsupport.net/

EDITOR'S NOTE:
Palestinian
Israeli
Tel Aviv
Shimon Peres
Fatah
Gaza
social upheaval
trauma

DAILY DESK

Environment Desk: Panda Mania

1. When did the Washington National Zoo acquire its giant pandas from China? How is the presence of the pandas impacting the zoo? How much money is the zoo paying China for the pandas? What is being done with this money and panda-related profits?

2. Who were Ling-Ling and Hsing-Hsing? How are Mei Xiang and Tian-Tian being cared for by the zoo? How does this approach differ from the way Ling-Ling and Hsing-Hsing were managed? Point out that keeping the pandas healthy in the Washington National Zoo will entail a great deal of work. Then challenge groups of students to act as amateur zookeepers and find out what they would have to know to prepare themselves for the arrival of pandas at their local zoo. Students will want to focus on the panda's natural habitat, its eating habits, and the panda's history of living and thriving in captivity. Have each group present its information to the class.

3. Help your students learn more about pandas and their status as an endangered species. Instruct students to research the panda's habitat and the efforts that are underway to help save the panda. Have the class use its findings to create an informative Web site or brochure about the plight of the panda.

LINKS:
http://pandas.si.edu/
http://pandas.si.edu/facts/gphistnzp.htm
http://www.panda.org/species/panda/
http://www.makura.com/paul/panda.html
http://www.nature-net.com/bears/panda.html

EDITOR'S NOTE:
pandas
Washington National Zoo
China
mania

WORLDVIEW

One World Habitat: Jamaica Fishermen

1. Locate Jamaica on a world map. Why has there been a sharp drop in Jamaica's fish catches over the past two decades? What are Jamaica's fishermen doing in response to this problem?

2. How are the cooperatives working to protect the region's pristine islands? With what other nations are they sharing sustainable fishing techniques? What plant serves as the nurseries for fish and other

creatures in Jamaica? Why, according to the video, might all the efforts of Jamaican fishermen "not be enough"?

3. After viewing this video, ask your students to consider how overfishing and pollution are impacting Jamaica. Have students work in groups to conduct research to learn more about the economic, environmental, and social costs of the dwindling fish catches in the region. Share group findings in class discussion. Discuss how human mistreatment of the environment has significant effects on the plant and animal kingdoms, and ultimately on humans themselves.

LINKS:
http://www.wri.org/wri/wri/indictrs/jamaica.htm
http://www.montego-bay-jamaica.com/mbmp/friends.htm
http://www.grida.no/geo1/ch/ch2_9.htm

Inside North America: Olympic National Park

1. Where is the Olympic National Park? Describe the three different types of scenery visitors to the park find. How large is the park? Why is it considered a World Heritage Park? Why was the park originally established? When was it declared a national park?

2. What is the highlight of a visit to the park for many ecotourists? What is a temperate rain forest? How does the Olympic National Park's role as a temperate rain forest add to the motivation to preserve its ecosystems? How does the park's limited road access help its preservation efforts? When is the best time to plan for a trip to this park?

3. Throughout this segment, we hear the word "biodiversity." Ask your students what this term means. Then, send them to the Internet or other resources to learn more about the biodiversity of the Olympic National Park: What plant and animal species can be found there? Which ones are unique to that ecosystem? Point out that the Olympic Peninsula has developed its own distinct array of plants and animals. Eight kinds of plants and five kinds of animals are found on the peninsula and live nowhere else in the world. Share student findings. Invite a local biologist to familiarize your students with the biodiversity of their region, and the importance of preserving this biodiversity for future generations.

LINKS:
http://www.nps.gov/olym/
http://www.seattleinsider.com/recreation/guides/hiking/onpindex.html
http://www.northolympic.com/onp/
http://www.nps.gov/

Sports Page: China Olympic Athletes

1. Why are the young people seen in the video training? For how many hours per day do they train? Who (or what) sponsors their training? Why are athletes like 10-year old Wang Shuo "caught in the middle" in this system?

2. What kind of life does Wang Shuo have as an Olympic hopeful? For how long has he been training? What sacrifice does his family have to make in order for him to have his training?

3. Do you know any young people who are serious about a career in sports, the arts, or some other field? If so, what are their lives like? What sacrifices do they and their families make in terms of finances and time? What challenges do they face as they try to achieve their goals?

4. Direct students to the Internet and other resources to learn more about China and its system of government. Share student findings. Ask students: To what extent do you think international sports competition is important to the Chinese? Why do you think the Chinese government is interested in training the very young to compete internationally? To what extent does your government prize

athleticism? Discuss.

LINKS:
http://www.odci.gov/cia/publications/factbook/geos/ch.html

EDITOR'S NOTE:
Jamaica
pristine
Olympic National Park
World Heritage Park
ecotourists
temperate rain forest
China
athlete

NEWS CHRONICLE

Homeless Camp

1. Where is Camp Homeward Bound? How is this camp different from most others? What kind of life does David have? Why did his mother send him to the camp? What are Courtney and Justin escaping by going to this camp? How has the camp benefited them? Why are many of the camp's counselors very aware of what these children are experiencing in their lives?

2. Are your students aware of the problem of homelessness? To what extent is this a problem in your community? Have students consult local government and social service agencies to learn more about homelessness and its impact, especially on young people. Share student findings in class discussion. If your students engage in community service, help them organize a back to school drive where people can donate paper, pencils, backpacks, lunchboxes, and other new items to be given to students who live in homeless shelters.

LINKS:
http://www.hcnkids.org/
http://www.nlchp.org/rights.htm
http://www.nationalhomeless.org/

EDITOR'S NOTE:
homeless
Camp Homeward Bound
shelter
abundance

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CNN NEWSROOM Guide

August 07, 2001

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:50...01:25

Top Story ... 02:00...03:25
A team of scientists plans to begin cloning human beings.

In the Headlines ... 00:50...04:15
Researchers advise adolescents to stay away from creatine.

DAILY DESK ... 00:30...04:45

Health Desk ... 02:45...07:30
Some hospitals allow family members to stay with loved ones while they undergo emergency procedures.

Web Site Information ... 00:45...08:15
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:55...09:10

Top of the World ... 02:20...11:30
(*Teachers: This story contains scenes that some students may find disturbing.*)
Britain's foot-and-mouth epidemic is now causing political problems.

Culture Watch ... 04:10...15:40
African performers use their music to raise money for refugee education.

Our Planet: Iran Gazelles ... 03:20...19:00
Efforts to sustain Iran's wildlife have a negative impact on farmers.

Artistry in Action ... 03:00...22:00
A small sketch by Leonardo da Vinci is expected to auction for millions of dollars.

NEWS CHRONICLE ... 00:25...22:25

Voyage of Life: The Future ... 05:00...27:25
The science of genetics holds limitless possibilities and ethical concerns for the future of humanity.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Human Cloning Reality?

1. Who is Dr. Panos Zavos? What announcement is he expected to make today? Who is volunteering for this human experiment? How are many other scientists, such as Dr. Jonathan Hill, reacting to this announcement? What is the rationale for their opposition?
2. Where will Dr. Zavos and his team begin the cloning experiment? Explain how the Zavos team will attempt to clone humans. Where is Zavos expected to announce his plans? Why do you think he is expected to "draw universal condemnation"?
3. Challenge students to examine both sides of the human cloning issue. Have them conduct research to learn more about its medical, social and ethical implications. Then, have each write an essay in response to this question: In your opinion, are Dr. Zavos and his team opening a door to scientific advancement, or opening Pandora's Box?
4. Teachers: Your students can visit Harcourt.com's Academic Press Dictionary of Science and Technology for definitions in the fields of genetics and cloning. Go to: http://www.harcourt.com/dictionary/.
5. Teachers: Go to these CNNfyi.com sites for related lesson plans:
   http://www.cnn.com/2001/fyi/lesson.plans/07/31/cloning.debate/

   http://www.cnn.com/2001/fyi/lesson.plans/03/28/human.cloning/

   http://www.cnn.com/2001/fyi/lesson.plans/03/09/human.cloning/index.html

LINKS:
http://www.cnn.com/2001/HEALTH/08/06/human.cloning/index.html
http://www4.nationalacademies.org/nas/nashome.nsf
http://ajobonline.com/
http://www.ornl.gov/hgmis/elsi/cloning.html

EDITOR'S NOTE:
human cloning
Dolly
DNA
Panos Zavos
embryo
deformed

condemnation
creatine

DAILY DESK

Health Desk: Family Presence Programs

1. What is a "family presence program"? What are the potential benefits of this program for patients and their families? What risks are associated with allowing family members to be present during the resuscitation or invasive procedure of a loved one?

2. Describe the traditional doctor-patient relationship. How have patients and their families traditionally been involved in the treatment process? How does the family presence model challenge these traditional roles?

3. What is your opinion of the family presence program? Do you think the benefits of the program outweigh its risks? If the situation arose, would you want to be present during a family member's medical crisis? Why or why not? If you were experiencing the medical crisis, would you want a family member by your bedside? Discuss.

4. How can critical illness or injury of a loved one impact a family? To what extent do you think family presence programs can help families deal with the short-term and long-term effects of this type of family crisis?

5. Point out to students that injury to a family member is one of many stressors that a family can encounter. Other stressors can include the death of a loved one, the loss of a job, or the birth of a child. There are many different ways that families deal with stress, and some of these ways are more constructive than others. As a class, have students consider how some stressors can impact a family. Ask students: What can happen to a family when it becomes immobilized by a crisis? How can individual family members be affected?

   After the discussion, refer students to the last four links below to learn about skills that families can use to cope with stress. Have students list these skills on the board. Then, group students and challenge each group to develop a role-play that depicts a family having difficulty dealing with a crisis. After the role-play, ask other class members to identify why the family is having difficulty, and how individual family members are exacerbating the family's problem. Then, have students draw upon their knowledge of coping skills to offer solutions for how the family should manage its stress.

LINKS:
http://www.cnn.com/2000/HEALTH/04/17/families.er/
http://www.npr.org/ramfiles/980510.wesun.12.ram
http://www.nursingcenter.com/ce/test/article.cfm?id=40539EA6%2DCE2F%2D11D3%2D83D9%2D00050
http://www.ena.org/redirect.asp?PATH=/services/posistate/data/fampre.htm
http://www.uky.edu/Agriculture/Sociology/coping.htm
http://www.uky.edu/Agriculture/Sociology/stress.htm
http://www.smarterkids.com/spec_centers/sn_06.asp?redir=true
http://www.familyfocus.com/newsolutions/html/coping_with_family_stress.html

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EDITOR'S NOTE:
intensive care
family presence program
resuscitation
invasive procedure
crisis
stressor

WORLDVIEW

Top of the World: Britain Foot-and-Mouth Disease

1. What is foot-and-mouth disease? How has Great Britain dealt with the disease? Why are members of Britain's Parliament launching inquiries into they way some farmers are being compensated for the herds they had to slaughter? What prompted the inquiry? Why are some farmers angry at the way this issue is being presented?

2. What is the source of 60 percent of the compensation due to these farmers? Why might the European Commission withhold some of this money? How are the farmers responding to this possibility? What accusations are being leveled against some farmers? Why are some British farmers suspicious of their government?

3. While foot-and-mouth disease is non-transferrable to humans, humans can help the virus spread to animals. Some diseases can be spread from animals to humans; others cannot. Inform your students that veterinarians refer to diseases of animals that may be transmitted to humans under natural conditions as "zoonotic diseases." Have your students work in teams to search for examples of zoonotic diseases and the ways they are spread from animals to humans. Have each team share its findings. Point out that, although foot-and-mouth disease is not transmitted to humans, this situation has been called a "crisis." Do students think this label is appropriate? How has this disease, which is non-transferrable to humans, affected human lives and livelihoods?

LINKS:
http://www.cnn.com/SPECIALS/2001/foot.mouth/
http://www.maff.gov.uk/animalh/diseases/fmd/

Culture Watch: Freedom Soldiers

1. Who are the Freedom Soldiers? What are they doing to help African refugees? From where do they draw their inspiration? Who is the man behind this project? What international organization is supporting his effort?

2. How many musicians are involved in the Freedom Soldiers? What are some of the countries they represent? What is significant about the two artists from Rwanda? Why do you think they believe they "have no choice but to work together"? What is the title of their album? What are these artists hoping listeners will get from their music?

3. According to Article 14 of the Universal Declaration of Human Rights, people have a right to seek and enjoy refuge from persecution. This Article, which ensures that all refugees have a fundamental right to asylum, is a basic principle of international law. Have groups of students refer to the Web

sites listed below and the Universal Declaration of Human Rights to prepare a presentation about the status of international refugees. Have each group select a country and develop a report addressing the following factors: The number of refugees living in the country, the refugees' countries of origin, the refugees' reasons for seeking asylum, why these reasons denote violations of the Universal Declaration of Human Rights, and how the presence of refugees has impacted the country. As a class, discuss why the number of refugees is increasing worldwide, and what the international community can do to address this issue.

LINKS:
http://www.unhcr.ch/
http://www.refintl.org/
http://www.defenselink.mil/news/Jun1999/n06111999_9906112.html
http://www.cnn.com/2000/WORLD/africa/07/21/congo.refugees.ap/

Our Planet: Iran Gazelles

1. Where is the nation of Iran? What is a drought? What is Iran's government doing to counter the effects of the drought on its wildlife? What is happening to wildlife populations in Iran? How does this differ from what is happening in the reserve seen in this video? Explain how the wildlife recovery effort is having serious negative implications for nearby farmers.

2. What kind of animal is a gazelle? On what trees does the gazelle feed? Why is it a problem for farmers when the gazelles feed on pistachio trees? What are the farmers asking the government to do?

3. Ask students to work in groups to find at least one example of human intervention in an ecosystem that has backfired. When has a government or well-meaning group of people introduced a species, or assisted the preservation of a species, only to have the situation turn against other species and/or humans? Have each group share its findings. In each case, what should have been done differently in order to achieve the desired result without the negative impact? Challenge students to consider ways the Iranian government can preserve its wildlife without hurting the livelihood of its farmers.

LINKS:
http://www.cnn.com/2001/TECH/science/07/19/iran.gazelles.t_t/
http://geography.miningco.com/library/maps/bliran.htm

Artistry in Action: Da Vinci Sketch

1. Who was Leonardo da Vinci? Describe the sketch he created that is up for auction. Why were horses especially difficult for Renaissance artists to draw? How did da Vinci create this image? In what way was he an artist "ahead of his time"?

2. Why did da Vinci draw this particular image? When did he draw it? What makes this sketch especially remarkable? How much is this sketch expected to bring at auction?

3. Point out to students that Leonardo da Vinci was truly an incredible individual: He despised war, yet he worked as a military engineer who invented deadly weapons. He was a genius who made important scientific discoveries, yet he never published his ideas. He was one of the greatest artists of the Italian Renaissance, yet he left only a handful of completed paintings for future generations to enjoy. Divide your class into three groups. Have each research and present a profile of Leonardo da Vinci as one of

the following: An inventor, a scientist, or an artist. If possible, have groups offer multimedia presentations or Web pages on the genius of Leonardo da Vinci.

LINKS:
http://ww2.biography-1.com/leonardo_da_vinci.htm
http://www.museoscienza.org/english/Leonardo/
http://www.mos.org/leonardo/

EDITOR'S NOTE:
foot-and-mouth disease
compensate
Freedom Soldiers
refugee
Iran
gazelle
pistachio
Leonardo da Vinci

NEWS CHRONICLE

Voyage of Life: The Future

1. What historic announcement was made by two rival groups of scientists this past winter? What is the human genome? How might knowledge of the human genome hold the key to improving human life? What are genetic markers? What are some diseases for which researchers have already identified genetic markers? How does the identification of genetic markers for disease in human embryos present parents with a major ethical question?

2. Who is Rich Ruffalo? What are some of the awards he has won? How did he lose his sight? What do doctors know about RP now that they didn't know when Rich was born? How might that knowledge affect parents? What does Rich hope his daughter and others can learn from his life?

3. What is gene therapy? How might it be beneficial? How might gene manipulation create a class of "perfect" humans? According to Dr. Hilton Kort, why is this unlikely to happen? In spite of this view, why are some ethicists nervous at the prospect of genetic engineering? Do you agree or disagree with them? Explain.

4. Direct students to online resources to learn more about human genome research. Students can use the following questions to guide their research:
    1. What is a genome?
    2. What is the Human Genome project?
    3. What is the status of human genome research?
    4. What are the potential benefits and downsides of human genome research?
    5. What is gene therapy?
    6. What is the status of gene therapy?
    7. How will mapping the human genome impact the future of medicine?

    After students discuss their findings, point out that characteristics of living organisms, such as diseases, are usually established by systems or combinations of genes and not by one gene acting alone. Then ask: How do you think this affects the level of complexity for scientists trying to figure out cause and effect relationships between certain genes and diseases?

5. Have students consult the second Web site below to learn more about the ethical, legal and social issues associated with the human genome. Then divide the class into small groups. Have each group come up with a set of guidelines they would suggest to the international community to deal with these issues. Have groups share their ideas. As a class, use these ideas to craft a "Universal Declaration on the Human Genome." As a follow up, discuss any difficulties students faced in crafting language that was agreeable to all.

6. Have your students simulate the second stage of the gene mapping process by creating and deciphering horizontal word lists without spaces. Have small groups of students start out by having their word lists form sentences such as: beanextraordinaryperson (Be an extraordinary person). After exchanging lists and figuring out the sentences, make this process harder by not having the words form sentences. Hold a contest to see who can form the toughest list to decode. Then discuss how hard it would be if students were given letters of another alphabet with which to work, and explain how that would be similar to having to work with the DNA sequence alphabet.

7. Modern genetics owes its beginnings to the study of a humble plant, the pea. Have students work in groups to research the history of genetics, and how we have arrived at this point, the mapping and sequencing of the human genome. Have each group present its information. As a class, combine the information and create an illustrated timeline of the study of genetics, and post the timeline in your classroom.

8. Current technological and scientific advances promise to extend the life spans of many individuals. Have students consider the benefits and drawbacks of living longer. Challenge each student to write a story that is set in the future, where gene therapy is part of routine medical care. Have each student describe what society might be like if no one died from disease. Direct students to consider the social, political and economic impact of a society whose members have the potential to live forever.

LINKS:
http://www.newscientist.com/ns/981003/superhumans.html
http://www.nhgri.nih.gov/ELSI/
http://www.users.globalnet.co.uk/~cahge/
http://www.ornl.gov/TechResources/Human_Genome/home.html
http://www.thirteen.org/innovation/show1/html/animation2.html

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EDITOR'S NOTE:
human genome
genetic markers
ethical
genetic engineering

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CNN NEWSROOM Guide

August 08, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:40...01:15

Top Story ... 05:15...06:30
-Scientists disagree on the issue of human cloning.
-The Italian doctor who wants to be the first to clone humans faces criticism at home.

In the Headlines ... 03:00...09:30
Pres. Bush promises a decision on funding for stem cell research soon.

DAILY DESK ... 00:45...10:15

Business Desk ... 02:25...12:40
CEO's get a crash course in leadership at this unique "boot camp."

Desk Extra: MBA Grads ... 02:00...14:40
MBA graduates face a soft job market.

WORLDVIEW ... 00:25...15:05

Inside North America ... 02:30...17:35
Two entrepreneurs try to recreate the Wright Brothers' flight.

Taking Care of Business ... 03:00...20:35
African businesspeople work to boost trade with the U.S.

Our World ... 03:30...24:05
Global trade and demand make Japan the world's largest importer of timber.

NEWS CHRONICLE ... 00:25...24:30

Cloning Essay ... 02:30...27:00
CNN's Garrick Utley explores the reasons why cloning ignites emotions.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Human Cloning Reality?

1. Who is Dr. Harry Griffin? What does he think about the possibility of cloning humans? What scenarios does Dr. Griffin offer that could take place in an attempt to clone humans? According to the video, what percentage of cloned animal embryos leads to a live birth? What complications have resulted when these animals were born?

2. Compare the technology used in cloning animals to that which would be used to clone humans. What is the "great skepticism" associated with Dr. Antinori's experiment? How do the scientists who cloned Dolly the sheep respond to this doctor's claim? What action did Britain's House of Lords recently take on cloning? How does this differ from the kind of cloning Dr. Antinori wants to do? Why do you think some scientists favor cloning for research purposes? Do you agree or disagree with them? Explain.

3. From what country is Dr. Severino Antinori? Who is opposed to his cloning efforts there? To what does the Vatican refer when talking about cloning? What is eugenics? What is the Italian Order of Doctors threatening to do to Antinori? How are Italian authorities responding to Antinori's promise to clone a human? According to the video, what do many Italians think of the possibility of cloning humans?

4. Divide the class into small groups. Have each group conduct research to learn more about the ethical, religious, scientific and medical arguments for and against human cloning. Have each group present its information. Challenge each student to prepare and present a 1-2 minute television commentary detailing his/her opinion on human cloning.

5. Refer students to online resources, including the links below, to learn more about cloning. Have students consider the following questions as they conduct their research:
    1. How long has cloning been a reality?
    2. What types of animals have been cloned?
    3. What problems are associated with cloned animals?
    4. What problems could be associated with human cloning?
    5. Could any benefits be derived from human cloning?
    6. What are the ethical issues associated with cloning humans?

   After students have shared their information, challenge them to speculate, in class discussion, as to the next scientific step if human cloning is achieved.

6. Teachers: Your students can visit Harcourt.com's Academic Press Dictionary of Science and Technology for definitions in the fields of genetics and cloning. Go to: http://www.harcourt.com/dictionary/.

7. Teachers: Go to these CNNfyi.com sites for related lesson plans:
   http://www.cnn.com/2001/fyi/lesson.plans/07/31/cloning.debate/

   http://www.cnn.com/2001/fyi/lesson.plans/03/28/human.cloning/

   http://www.cnn.com/2001/fyi/lesson.plans/03/09/human.cloning/index.html

LINKS:
http://www.cnn.com/2001/WORLD/europe/08/07/cloning/index.html
http://www.cnn.com/2001/HEALTH/08/06/kagan.caplan.cnna/
http://www.cnn.com/SPECIALS/2000/genome/story/overview/
http://www.petersvoice.com/cloning.htm

In the Headlines: Stem Cell Politics

1. What kind of decision will President Bush soon make regarding stem cell research? According to sources close to the president, what aspects of stem cell research does he oppose? What kind of stem cell research is the subject of the president's deliberations? According to a recent poll, what percentage of Americans support stem cell research in that case? How does this general support compare to sentiment among Mr. Bush's key constituencies?

2. How has Mr. Bush described the decision on whether or not to fund stem cell research? What makes this "an agonizing moral question"? Why do you think the president is insisting that politics will not play a part in this decision? Why do some believe that the president's lengthy deliberation has increased the political stakes? How do others "see virtue" in the president's indecision?

3. Lead a class brainstorming session to generate a list of political and interest groups that have a stake in the stem cell research issue. Divide the class into small groups. Have each group choose one of the groups listed and research the stem cell research issue from its perspective. Remind students to consider the different aspects of the stem cell research issue and the implications for that political or interest group. Have each group present its findings and indicate what presidential policy on stem cell research its chosen group would support.

4. Teachers: You can find a CNNfyi.com lesson plan on stem cell research at:
   http://www.cnn.com/2001/fyi/lesson.plans/07/12/stem.cell/index.html

LINKS:
http://www.cnn.com/SPECIALS/2001/stemcell/
http://www.cnn.com/2001/HEALTH/06/25/ethics.matters/
http://www.nih.gov/news/stemcell/

EDITOR'S NOTE:
human clone
Severino Antinori
defect
therapeutic
The Vatican
stem cell research

constituencies
moral question

DAILY DESK

Business Desk: CEO Boot Camp

1. What is a CEO? Why are the CEOs in the video attending this "boot camp"? How much does the camp cost? What makes the CEO's job a "high mortality" one?

2. Why is time management a vital skill for CEOs? In what ways do you think others could set the agenda for a CEO? How might this arrangement cause problems? Why is it important that CEOs get to know the people on their boards of directors? What other challenges do modern CEOs face?

3. Refer students back to the video, and ask: How is the CEO's job a demanding one? How do you think these individuals are compensated for their time and expertise? Then, direct students to conduct research to learn more about some CEOs and their compensation packages. Share student findings. Compare these compensation packages to those earned in other high profile professions, such as those in entertainment and sports. Considering the high turnover and pressure on these executives, do students think that most CEOs are worth their compensation? Why or why not?

4. Business owners and corporate officers face many challenges in their careers. Direct each student to find a business owner (proprietor) or a corporate officer (CEO, CFO, COO, president or vice president) to interview about the business challenges he/she faces. Have each student present his/her information. Compare the business challenges faced by the proprietors to those faced by the corporate officers: To whom is each individual ultimately accountable? Could any of the advice offered at the CEO boot camp also apply to the business owner? Discuss.

LINKS:
http://investorwords.com/c3.htm#ceo
http://www.cuna.org/data/cu/training/ceobootcamp.html
http://websearch.about.com/library/weekly/aa110698.htm?iam=dpile&terms=%2BCEO

Desk Extra: MBA Grads

1. What is an MBA? What are many MBA graduates experiencing as they enter the job market? What is a deferral letter? Why are so many MBAs getting these letters? What is the Dean of the Kellogg Business School doing in an attempt to help these graduates? How are Kellogg alumni responding to the dean's e-mail?

2. What economic conditions are prompting many companies to downsize or not hire new workers? After a brief discussion, inform students that the U.S. unemployment rate stayed steady at 4.5% for the month of July. Discuss what this statistic means, and why the unemployment rate does not tell the whole story. Then, direct students to local resources and the Internet to learn more about their state's employment picture: What is the current unemployment rate? Have companies cut jobs since the start of this year? If so, how many? If the state's economy is suffering, do students feel the effects? Share student findings and ask: What advice should businesspeople in your state be offering recent graduates of MBA and other professional programs? Why? Discuss.

LINKS:

http://www.dol.gov/
http://www.mbainfo.com/

EDITOR'S NOTE:
CEO
executive
agenda
board of directors
global economy
investors
MBA
deferral

WORLDVIEW

Inside North America: Wright Brothers Flight

1. For what achievement are Orville and Wilbur Wright famous? When did they accomplish this feat? Who are Mark Miller and Tom Norton? What prompted them to attempt to recreate and fly the Wright Brothers' plane? Where is the original plane? Why can't they use it to recreate the flight?

2. What museum is sponsoring Norton and Miller? When will they make their attempt to replicate the Wright Brothers' feat? What will happen to the plane they use? In the meantime, what questions do they have to answer about the plane the Wright Brothers used?

3. Challenge students to put themselves in the place of Norton and Miller: What variables would they have to consider to replicate the Wright Brothers' plane and flight as closely as possible? Have students conduct research to learn more about the Wright Brothers' first flight. Then, as a class, brainstorm a list of the variables, including elements such as materials, setting, weather, etc., that the two entrepreneurs will have to duplicate in their attempt. Point out that, in the video, we hear that the plane builders will have "mysteries to solve." What do students think this means? If they were Norton and Miller, how would they address these "mysteries"?

4. Microsoft CEO Bill Gates once said, "The Wright Brothers created the single greatest cultural force since the invention of writing. The airplane became the first World Wide Web, bringing people, languages, ideas, and values together." Challenge your students to examine the impact of the airplane. Have students work in groups to research and explain the airplane's economic, cultural, political, and social impact. Have each group use what it has learned to create a work of art, song lyrics, Web site, or poem that reflects Bill Gates' statement.

LINKS:
http://www.pbs.org/wgbh/aso/databank/entries/dt03wr.html
http://www.wam.umd.edu/~stwright/WrBr/Wrights.html
http://www.first-to-fly.com/

Taking Care of Business: East African Trade

1. From what country is Joan Lucy Kimani? What is her line of business? Why is she offering her products in Atlanta, Georgia? Which nations are members of the newly formed East Africa

Community Trading Bloc?

2. When was the African Growth and Opportunity Act (AGOA) signed into law? What effect is this law designed to have on African trade? Under this law, what conditions does a nation have to meet in order to have duty-free access to U.S. markets? How many African countries have qualified? How has the law impacted Kenya's textile trade? According to Kenya's trade minister, what is the biggest challenge to investment in Africa?

3. Direct your students to the Web sites below and other resources to learn more about the African Growth and Opportunity Act. Share student findings in class. Refer students back to the video and this statement from Kenya's trade minister: "Our biggest problem is the mindset where Africa is perceived to be the den of every evil, and also a lack of knowledge and ignorance about Africa." Ask students: What plan of action would you recommend to overcome this mindset and maximize the benefits of free trade with Africa as outlined in the AGOA? Discuss.

LINKS:
http://www.ustr.gov/regions/africa/growth.shtml
http://www.agoa.gov/index.html
http://allafrica.com/stories/200102260074.html

Our World: Japan Timber

1. Which nation is the world's number one importer of timber? Why do some describe this level of consumption as "wasteful and excessive"? What economic circumstances triggered Japan's massive timber imports? What impact has this demand had on tropical rain forests in the Philippines, Indonesia and Malaysia?

2. Where are the new sources of timber for Japanese builders? Why do many Japanese consumers believe the resulting wood products are more "environmentally friendly"? How do conservationists respond to this claim? What would many Japanese political leaders like to do to reduce timber imports? Why could limiting cheap timber imports be a problem on an international scale?

3. Ask students: How does this story illustrate two sides of global free trade? After a brief discussion, challenge students to find other examples of the benefits and drawbacks of global free trade by consulting the Internet and other resources. Share students' findings. Which do students think is more responsible for Japan's timber importation, global free trade or domestic demand? Why? Discuss.

LINKS:
http://www.wri.org/wri/trends/deforest.html
http://www.aquapulse.net/knowledge/deforestation.html
http://www.wto.org/

EDITOR'S NOTE:
Orville and Wilbur Wright
replica
Kenya
East Africa
African Growth and Opportunity Act
open market

Japan
timber imports

NEWS CHRONICLE

Cloning Essay

1. According to Garrick Utley, how does cloning "challenge our identity as individuals"? How has Hollywood portrayed attempts to artificially create life? How did U.S. politicians approach the issue of eugenics in the first half of the 20th century? How is the issue of cloning associated with human imperfection? What lines are being drawn on human cloning? Why do you think the issue of human cloning is such a volatile one?

2. What is eugenics? Direct students to print and Internet resources to learn what this term means and its connection to the human cloning issue. Discuss the political and social movements, real and fictitious, that have been associated with some form of eugenics. What risks could be associated with the quest for human perfection? How does eugenics square with the principles of a democratic society? Discuss.

3. Point out to students that, in a story on human cloning that aired on a previous CNN NEWSROOM, one Vatican official said, "As in the case of the atomic bomb, just going ahead with scientific development is not always the best choice for humanity." Ask students to respond to this statement as it applies to human cloning, in essay form.

LINKS:
http://www.cnn.com/WORLD/9801/12/cloning.ban/
http://www.notdeadyet.org/eughis.html
http://www.eugenics-watch.com/
http://biotech.about.com/library/weekly/uc_mazor.htm?iam=dpile&terms=%2BNazi+%2Bcloning

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EDITOR'S NOTE:
cloning
identity
Nazis
eugenics
transplant
imperfection
purity
duplicate

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CNN NEWSROOM Guide

August 09, 2001

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:50...01:30

Top Story ... 02:20...03:50
Summertime heat and humidity can take a dangerous toll on the body.

Top Story ... 07:00...10:50
Hurricanes and tornadoes are violent storms that can kill people and destroy property.

DAILY DESK ... 00:30...11:20

Science Desk ... 02:10...13:30
Scientists are studying CW Leonis for clues about the universe.

WORLDVIEW ... 00:30...14:00

Wild Kingdom ... 03:40...17:40
Teachers: This story contains images that may disturb some students. Please preview.
Earth's great apes are in danger of extinction.

Culture Watch ... 02:40...20:20
War in Burundi endangers lives and livelihoods.

Political Front ... 04:00...24:20
Germany prepares to welcome immigrants in an effort to improve its economy.

NEWS CHRONICLE ... 00:30...24:50

Student Bureau ... 02:10...27:00
Diet and exercise may help prevent the onset of diabetes, which is on the rise among young people.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Here Comes the Sun

1. What regions of the U.S. are currently experiencing extreme heat? How does heat combine with humidity to create a health hazard? What lessons would you draw from the tragic death of Korey Stringer?

2. Who is most vulnerable to heat-related illness? What is the first stage of heat sickness? What are the symptoms of heat exhaustion? How should one handle heat exhaustion? What happens when the early signs of heat exhaustion are ignored?

3. What are the symptoms of heat stroke? What should you do if you find someone in heat stroke? Why is it critical to treat heat stroke quickly? What advice do medical experts give for those who have to contend with hot weather?

4. Today's Top Story offers Dr. Sanjay Gupta's expertise on heat-related illness. Challenge your students to learn more about the biology behind its symptoms. Have students work in groups to research the body's different systems and their responses to extreme heat. Have groups share their findings. Why does the human body respond the way it does to heat? What are the underlying biological causes of the symptoms of heat-related problems? Discuss.

LINKS:
http://www.cnn.com/2001/WEATHER/08/08/heat.wave/index.html
http://www.nws.noaa.gov/
http://www.cdc.gov/nceh/hsb/extremeheat/heatstroke.htm
http://www.cdc.gov/nceh/hsb/extremeheat/default.htm
http://www.cnn.com/2001/WEATHER/08/01/myers.heatindex.focus/index.html

Top Story: Hurricane Season

1. What recent storm caused problems for those living along the U.S. Gulf Coast? What are experts predicting about this year's hurricanes? What hurricane did the teens in the video survive? What were Hurricane Andrew's sustained wind speeds when it hit Florida? How much did the storm cost property owners?

2. In what way is a hurricane "a giant chimney"? When is hurricane season in the U.S.? Where do most hurricanes form? What is a typhoon? What ingredients combine to create a hurricane? What stages are part of the life cycle of a hurricane? When does a storm become a hurricane? How are hurricanes measured? Is there usually time to prepare for a hurricane? Explain. What do experts advise those in the path of a hurricane to do? What is the storm surge? What is being done to make some structures hurricane-proof?

3. What is a tornado? How does it differ from a hurricane? Where is "Tornado Alley"? How does the development of tornadoes differ from that of hurricanes? If you only have a few seconds to prepare for a tornado, what two words should you remember? Why? Where is the best place to go in the event of an approaching tornado?

4. Ask students to consider how geography and climate each play a role in the formation of hurricanes and tornadoes, and what students should know about them. Divide the class into small groups. Have each group select either hurricanes or tornadoes to research, and use the Internet or other resources to determine:
    1. geographic and climactic conditions favorable to this kind of storm development
    2. how this kind of storm is measured, and what factors contribute to the varying levels of intensity among storms of this type
    3. terms one should know in order to understand this kind of storm, and their meanings.

    Have each group present a formal report of its findings using charts, maps, and/or other visual aids. In class discussion, compare hurricanes and tornadoes in each category listed above. Ask: Is our area prone to either of these kinds of storms? If so, what have you learned in your research that could explain why?

5. The Category 5 Hurricane of 1935 killed more than 400 people in the Florida Keys. In those days, there was little advance warning for hurricanes. How has modern technology enabled us to prepare for severe storms and protect life and property? Have groups of students research what we know about hurricanes and list these facts. Share group lists and discuss how technological advances have helped improve the survival rate for those living in hurricane prone areas. Focus students on advance warning systems, hurricane forecasting, and stronger building materials and codes in the discussion. Then ask students to consider what we don't know about hurricanes. Why is hurricane forecasting still not an exact science? What advances do students think they will see in their lifetimes that may reduce the human, environmental and economic costs of hurricanes? Discuss.

6. The National Weather Service provides tornado warnings that are critical for preventing injuries and deaths. However, there are other measures people can take to minimize personal loss. According to the Federal Emergency Management Agency (FEMA), "advance planning and quick response are the keys to surviving a tornado." Have students conduct research to learn how to prepare for and respond to a tornado. Have the class develop a multimedia presentation for their school community about the ways students can protect themselves and their community in the event of a tornado. Direct students to consider how these safety measures could be applied to prepare for and respond to other natural disasters.

7. For related CNNfyi.com lesson plans, please go to:
    http://www.cnn.com/2001/fyi/lesson.plans/07/19/hurricanes/index.html

    http://www.cnn.com/2001/fyi/lesson.plans/08/03/ts.barry/index.html and

    http://www.cnn.com/fyi/interactive/specials/weather/lesson.plans/hurricane.lp.html.

    Teachers: You and your students will want to explore Riverdeep.net's Hurricane Lab. Go to: http://www.riverdeep.net/earthpulse/data/earthpulse/earthpulsecenter.html.

LINKS:

http://www.aoml.noaa.gov/general/lib/stormsurgey.html
http://windows.arc.nasa.gov/cgi-bin/tour_def/earth/Atmosphere/hurricane/surge.html
http://www.firstscience.com/SITE/HURR.ASP

http://www.nws.noaa.gov/om/hurricane/index.shtml
http://www.usatoday.com/weather/tornado/wtwist0.htm

EDITOR'S NOTE:
humidity
Korey Stringer
heat exhaustion
heat stroke
hurricane
tornado
typhoon
storm surge

DAILY DESK

Science Desk: Stellar Apocalypse

1. What is CW Leonis? How far away from the Earth is CW Leonis? Remind students that a light year is the distance traveled by light in a year. It is equal to 5.9 trillion miles. What do scientists think surrounds CW Leonis? How is the presence of comets significant?

2. What may be inferred from the possibility that water existed on one of these bodies? Why do you think comets can be seen from Earth as they pass close to the sun? Why is this the first time scientists have been able to find evidence of comets outside of our solar system? What is the implication of comets around another star?

3. Pair students. Have each pair use online and print resources to conduct further research to learn more about CW Leonis. Students should identify similarities between CW Leonis and our sun. Direct each pair to research a theory of how the universe will end. After students have presented their information, discuss which theory explaining the end of the universe is consistent with what scientists believe happened to CW Leonis. Then ask: Do you think what happened to CW Leonis will happen to our sun? Why?

LINKS:
http://www.astronomy.org.nz/events/monthly_meetings/Reviews/2000/september_2000_society_meeting.h
http://wind.cc.whecn.edu/~marquard/astronomy/sunlike.htm
http://www.seds.org/nineplanets/nineplanets/comets.html
http://spaceboy.nasda.go.jp/note/Hoshi/E/Hos01_e.html
http://www.time.com/time/covers/1101010625/timeline.html

EDITOR'S NOTE:
CW Leonis
comet
life-sustaining
radiation
light years
solar system
contraction

expansion

WORLDVIEW

Wild Kingdom: Endangered Apes

1. Approximately how many mountain gorillas still exist in the wild? What threatens the existence of those that live in Rwanda's Volcano National Park?

2. What are some animals that fall under the category of the great apes? What threatens the gorillas and chimpanzees of Central and West Africa? What is threatening the existence of orangutans in Indonesia? According to conservationists, what has happened to the number of orangutans in the wild over the past ten years? What is the purpose of the Great Apes Survival Project? How will the project attempt to accomplish this goal?

3. How can humans help save the great apes? Divide the class into small groups. Have each group pretend it is a task force for the Great Apes Survival Project. Ask: How would you raise awareness and interest in the effort to protect great apes? Allow groups time to brainstorm. Then, challenge each to come up with a campaign designed to make people aware of the threats to great apes and the possible remedies. Have each group present its ideas and discuss the obstacles its campaign might encounter. (*Note to teachers: You may want to prescreen the Web sites below, as some contain graphic material.*)

LINKS:
http://www.kilimanjaro.com/wspa/apefact.htm
http://www.kilimanjaro.com/gorilla/index.html
http://www.panda.org/species/apes.cfm
http://www.gorilla.org/

Culture Watch: Burundi Juice Man

1. Locate Burundi on a world map. What was the annual turnover of Joseph Kigoma's fruit business seven years ago? To what countries was he exporting fruit? How has the war in Burundi impacted his business?

2. What two groups are fighting in Burundi? How do Kigoma's Hutu and Tutsi workers get along with each other? Why do only 20 workers remain at his business? What has happened to Kigoma's efforts to export fruit? Why is he unable to export now? How does his business survive?

3. Survey your students to find out what they know about the country of Burundi. Then, have them work in groups to conduct research to learn more about the geography, history, economy and political system of this nation. Share group findings. Based on what they have learned, ask them to offer their advice to Joseph Kigoma: Is his business likely to turn around in the near future, or should he attempt to engage in another line of work? If so, what should he do? Discuss.

LINKS:
http://www.sas.upenn.edu/African_Studies/Country_Specific/Burundi.html
http://www.odci.gov/cia/publications/factbook/geos/by.html
http://freedomhouse.org/survey99/country/burundi.html

Political Front: Germany Immigration

1. What are experts predicting will happen to Germany's economy over the next half century? What is a government-appointed commission recommending to aid the country's economy and social welfare system? Why is this a significant step for Germany?

2. What are the specific recommendations of the German commission? Why did Prasana Tuladhur come to Germany? What does he have to say about his contribution to Germany's economy? How has Germany experimented with immigration in the past? What happened to some of those workers? Where does German Chancellor Gerhard Schroeder stand on the issue of immigration?

3. Ask students to consider why this is a significant story. Have them conduct research to learn more about the political, economic and social issues tied to immigration in Germany since the fall of the Berlin Wall. Share student findings in class discussion. Do students find Germany's current situation ironic? Discuss.

4. Divide the class into groups. Have each group choose one industrialized Western nation. Direct groups to the Internet and other resources to learn more about the immigration requirements for workers who want to reside in their potential countries of residence. Groups will want to find out what requirements have to be met by the workers, what documentation they must have, how they go about getting this documentation, how long they can stay, etc. Have each group present its information. Compare immigrant worker policies among the different nations researched and discuss reasons for variations.

LINKS:
http://www.workpermit.co.uk/germany/employer.htm
http://www.adl.org/presrele/DiRaB_41/3396_41.asp
http://www.umich.edu/~iinet/journal/vol2no3/ozdemir.html
http://www.agecon.ucdavis.edu/faculty/phil.m/germany/germany.htm

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EDITOR'S NOTE:
great apes
endangered
primates
Burundi
enterprise
Germany
immigration
permanent residency

NEWS CHRONICLE

Student Bureau: Diabetes

1. When was Nigel Estick diagnosed with diabetes? What type of diabetes does he have? What is happening to the number of American children diagnosed with diabetes over the past ten years? What are doctors blaming for this increase?

2. How has Nigel changed his lifestyle in order to deal with his diabetes? What complications can arise

from this disease? How can these problems be avoided? What advice does Nigel have for his peers?

3. Inform your students that there are over 16 million people in the U.S. suffering from diabetes. What causes diabetes, and how is the disease treated? Have students consult their texts and other resources to learn more about insulin, where it is produced, and its function in the human body. Share student findings. Invite a medical professional to discuss the different treatments for diabetes, including the most recent findings about diet and exercise.

4. Teachers: The CNNfyi.com lesson plan on diabetes can be found by going to: http://www.cnn.com/2001/fyi/lesson.plans/08/08/diabetes/index.html.

   What recent scientific discoveries may lead to new treatments for diabetes? Your students can learn more about some of these discoveries by checking out this Riverdeep.net site, "New Hope for Diabetics": http://www.riverdeep.net/teaching_the_news/news_2000/july/070500_diabetes.jhtml.

   For detailed definitions of the different types of diabetes, go to the Harcourt Academic Press Dictionary of Science and Technology at this website: http://www.harcourt.com/cgi-bin/apdst?term=diabetes.

LINKS:
http://www.cnn.com/2001/HEALTH/conditions/08/08/diabetes.study/index.html
http://my.webmd.com/condition_center/dia
http://www.jdf.org/
http://www.diabetesnet.com/

EDITOR'S NOTE:
Type 2 diabetes
insulin
inactivity
lifestyle changes

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CNN NEWSROOM Guide

August 10, 2001

CNNfyi.com has a new look! Check it out! Go to: CNNfyi.com.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:35...01:10

Top Story ... 07:20...08:30
-President Bush allows limited federal funding for stem cell research.
-What are embryonic stem cells?
-Should frozen embryos be used to create stem cells?

DAILY DESK ... 00:30...09:00

Editor's Desk ... 02:30...11:30
A group of high school students creates a slang dictionary.

WORLDVIEW ... 00:30...12:00

Top of the World ... 03:00...15:00
A leading U.S. stem cell researcher leaves California to work in Britain.

Wild Kingdom ... 03:10...18:10
A Siberian tiger cub "adopts" a human mom.

Inside Africa ... 02:30...20:40
Uganda's two-wheeled taxi is its transportation rage.

Artistry in Action ... 03:10...23:50
Cinema stardom comes to a rising young actor.

NEWS CHRONICLE ... 00:30...24:20

Student Bureau ... 03:05...27:25
Many young adults feel it's important that their potential spouses are soul mates.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Stem Cell Research

1. What decision did President George W. Bush make regarding stem cell research? Why is the issue of stem cell research morally and politically controversial? What are the medical and political ramifications of Mr. Bush's decision? Do you agree with Bush's decision? Why or why not?

2. What are stem cells? What is an embryo? Why are embryos essential to stem cell research? What diseases might be cured by the use of stem cells? Why do you think stem cell research on human embryos is controversial? How do you feel about using human embryos for stem cell research?

3. What is in vitro fertilization? How are fertilized eggs stored? Who are Pamela Madison and Suzanne Gray? How do their views on using embryos left over from in vitro fertilization differ? To what extent do their views encapsulate the stem cell research debate? When do you think life begins? Should an embryo be considered a life-form? Discuss.

4. Many issues involving technology and modern medicine have ethical considerations. As a class, brainstorm a list of these issues that have recently generated controversy. Your list might include stem cell research, cloning, and sequencing the human genome. After the list is complete, divide the class into small groups. Have each group choose one of these issues and conduct research to learn more about different perspectives in support of or against the issue, as well as its ethical considerations. Direct each group to present an analysis of its issue, including its moral implications.

5. TEACHERS: You can find a CNNfyi.com lesson plan on stem cell research at: http://www.cnn.com/2001/fyi/lesson.plans/07/12/stem.cell/index.html .

LINKS:
http://www.cnn.com/SPECIALS/2001/stemcell/
http://www.cnn.com/2001/HEALTH/06/25/ethics.matters/
http://www.nih.gov/news/stemcell/

EDITOR'S NOTE:
stem cells
embryo
in vitro
blastocyst
fertility clinic
contentious

DAILY DESK

Editor's Desk: Slang Dictionary

1. What type of dictionary have Berkeley High School students created? How many words are in the dictionary? What are some of these words?

2. What is "inventive language"? How are slang and Standard English different from each other? Challenge students to translate the slang words highlighted in the story into Standard English. Then ask: What happens to the meaning, expression, and delivery of these words once they are translated?

3. What is etymology? Based on the story and what you know about slang, what are some of the likely origins of inventive language? How long has slang existed? What do you think contributes to the development and evolution of slang?

4. Assign each student a letter of the alphabet. Students should identify and research slang terms, beginning with their letter, that are used in their community. For each slang word, students should provide its meaning, origin, the Standard English equivalent, and a phrase demonstrating its usage. Have the class compile the words and definitions into a slang dictionary. Students can survey neighboring schools to gather additional slang terms for inclusion in their dictionary. Students can put their completed dictionary on the Internet and invite submissions from readers.

5. Direct students to research slang words associated with a specific era, hobby, industry, population, sport, age group, country, etc. Using slang relevant to the selected topic, have students present a description of the factors that influence or have influenced the terminology's development.

6. TEACHERS: Visit the following Web site for a CNNfyi.com lesson plan on this topic: http://fyi.cnn.com/2001/fyi/lesson.plans/06/15/new.words/

LINKS:
http://www.rootsweb.com/~genepool/amerispeak/
http://genie.esu10.org/~dmahalek/Slang.html
http://cougartown.com/slang-dict1.html
http://home.earthlink.net/~dlarkins/slang-pg.htm
http://www.slanguage.com
http://www.wordorigins.org/home.htm
http://www-vis.lbl.gov/~slau/trucks/slang.html

EDITOR'S NOTE:
slang
inventive language
dictionary
etymology
Standard English

WORLDVIEW

Top of the World: Britain Stem Cell Research

1. What is the focus of Dr. Roger Peterson's work? Why is he moving to Cambridge, England? What

question is at the center of the legal and ethical debate surrounding stem cell research? What is Britain's stance on this issue? Why did Britain's Parliament decide that research could be done on human embryos up to 14 days after the embryo is first formed? Do you agree with this decision? Why or why not?

2. What drives scientists to pursue stem cell research? Inform students that, according to a National Institute of Health report, "Disease and disorders with no therapies or, at best, partially effective ones, are the lure of the pursuit of stem cell research." Refer students to the links below to learn about the history and future of stem cell research. Have students identify the major scientific discoveries related to stem cells and the potential discoveries that lie ahead. Direct students to create a timeline of their findings. Then, group students and assign each group a potential stem cell-based therapy. Instruct groups to imagine that it is the year 2100. Have them prepare mock newscasts on these "newly discovered" stem cell-based therapies, and how they have restored function to people's lives.

LINKS:
http://www.nih.gov/news/stemcell/scireport.htm
http://usnews.about.com/cs/stemcellresearch/

Wild Kingdom: Tiger Mom

1. What type of animal is Rocky? Where does Rocky live? What happened to Rocky? Who is Rocky's "new mom" and where does she work? What does Rocky eat? How does Rocky meet other animals? Why is Rocky drawn to his favorite toy? What might happen to Rocky's playful actions (biting legs, untying shoes) when he is older?

2. Why do you think Rocky's real mother left the cub after giving birth to him? Why is it likely that Rocky will not be reunited with his real parents? Do you think Rocky is a wild or domesticated animal? Why? Based on this story, what conclusions can you make about natural versus man-made animal environments?

3. Does animal captivity benefit animals or humans? Divide the class into factions that are for and against animal captivity. Have students conduct research to identify the types of and purposes for animal captivity and data to support their pro or con stance on the issue. Have students present their points of view in an organized debate, and then write their perspectives as articles for a wildlife journal.

LINKS:
http://seattletimes.nwsource.com/news/editorial/html98/paws_20000211.html
http://www.hsus.org/international/alert_captivewildanimals.html
http://www.cnn.com/2000/fyi/news/04/04/keiko/index.html
http://www.wdcs.org/dan/publishing.nsf/allweb/A141A8A02A2FE3C7802568F60029D1F9
http://members.dencity.com/K-WReport/

Inside Africa: Uganda Taxi

1. What is a "boda-boda"? Where does the passenger ride in it? How did the boda-boda likely get its name? How are boda-bodas different in the village and the city? Why are these two-wheeled taxis so popular in Uganda?

2. In what ways is the boda-boda representative of Uganda's economic status? Why do young men drive

the boda-boda? What does this suggest about Uganda's present financial situation? What is happening to the two-wheeled taxi business? How does the boda-boda driver symbolize Uganda's political constituency?

3. What may seem at first to be an odd form of transit can turn into a practical mode of transportation. Many transportation inventions changed the way people traveled, conducted business, participated in recreation, and linked with the world at large. Have students brainstorm modes of transportation. Divide students into groups and then have each group choose one form of transportation. Each group should research its selection and chart its evolution on a pictorial timeline. (Alternative transportation can also be researched.)Based on their research, groups should create visual representations (drawing, model, clay figure, etc.) of the future look of their mode of transportation. Have groups present their visuals to the class, with explanations of why they envision their selection in this fashion.

LINKS:
http://routesinternational.com/links.htm#transit
http://www.inventorsmuseum.com/transportation.htm
http://www.enchantedlearning.com/inventors/transportation.shtml
http://sunsite.berkeley.edu/KidsClick!/topmach.html

Artistry in Action: Josh Hartnett

1. Who is Josh Hartnett? In what recent film is he featured? What role does he play? Where is Hartnett from? Where did he work? In what other films has Hartnett acted?

2. How has Hartnett's life changed now that he is a more recognized actor? How would you describe Hartnett's work as an actor, especially as he prepared for "Pearl Harbor"? What do you think the future will bring to this young, new star?

3. The presence of young film and television stars is not new to the cinema industry. Many have transitioned to adult stardom, while others have faded away with the times. Divide students into groups representing each decade from 1930 to 2001. Have each group research and write a biography about 2 or 3 young movie stars of its decade. Have the groups compile their stars' biographies to create a book.

   EXTENSION: Using their research to guide them, have students write an autobiographical piece on their lives as fictitious actors (using their actual life stories) to add to the collection of biographies.

LINKS:
http://www.silentsaregolden.com/VLC%20Website/VLCbiography.html
http://members.tripod.com/~former_child_star/index-kids.html
http://www.childstarlets.com/lobby/index.html
http://www.summersglow.com/stars/soulsatsea.htm
http://classictv.about.com/cs/childstars/

EDITOR'S NOTE:
tiger cub
animal captivity
Uganda
boda-boda

transportation
Josh Hartnett
England
stem cell research

NEWS CHRONICLE

Student Bureau: Soul Mates

1. What is a "soul mate"? According to the Gallup Poll, what percentage of young adults believe the first requirement of a potential spouse is being a soul mate? Do you agree? Why or why not? What values do many young adults look for in a mate? What is the hardest part of finding a mate?

2. Do you believe everyone has a soul mate? Why or why not? If so, can people have more than one soul mate? Discuss. How do you know when you've found a soul mate? In your opinion, does having a loving relationship with a soul mate guarantee a happy and lasting union? Explain.

3. Do you think you will get married someday? Why or why not? What criteria would you use to select a mate? Challenge each student to write down the five most important qualities they would look for in a mate, and why. Have students share their lists with the class and write their responses on the board. Then, tally their responses and rank them in terms of their importance. After students critique the list, ask them to reassess their original responses.

4. Refer students to the last link below to learn more about the key findings of Barbara Dafoe Whitehead and David Popenoe's survey on young adults' attitudes about love and marriage. Then pose the following question to small groups of students: What does it take to make a marriage work? After groups conclude their discussions, reconvene the class and have each group share its opinions.

LINKS:
http://www.gallup.com/poll/releases/pr010627b.asp
http://marriage.rutgers.edu/TEXTSOOU2001.htm

EDITOR'S NOTE:
soul mate
marriage
divorce
values
love

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CNN NEWSROOM Guide

August 13, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 05:35...06:40
-Twenty years ago IBM unveiled its signature PC.
-The origin of the PC dates back to the 1600s.

Ask CNN ... 00:50...07:30
Which country has the highest rate of Internet users?

In the Headlines ... 02:05...09:35
CNN recaps a list of last week's news stories.

DAILY DESK ... 00:25...10:00

Environment Desk ... 02:35...12:35
Brown Tide has devastated shellfish populations in Long Island's Peconic Bay.

WORLDVIEW ... 00:35...13:10

Inside North America ... 07:20...20:30
CNN's Gail O'Neill explores the big island of Hawaii.

Culture Watch ... 03:50...24:20
Hawaii's cuisine reflects the cultural diversity of the Hawaiian Islands.

NEWS CHRONICLE ... 00:20...24:40

Garbage Art ... 02:45...27:25
Landfills in North Carolina are "fueling" the dreams of local artists.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: PC Anniversary

1. When were personal computers (PCs) first made available to the public? What was the Bendix G-15? Who are some of the key people that contributed to the development of the PC during the last 20 years? According to economists, has the PC increased productivity among workers? Explain.
2. How have PCs changed since 1981? What are some of the hallmark events in the evolution of the PC? What is the correlation between a weaver's loom and a PC? Who was Gottfried Wilhelm von Leibniz?
3. How have PCs changed the face of Western society during the last 20 years? Have each student interview their parents, or other adults over the age of 35, to find out how PCs have impacted their lives and how they feel about both PCs and the Internet.
4. How have PCs changed the way people communicate? Challenge your class to create a timeline of communication. First, divide the class into small groups and have each group choose a period in history. Have each group research methods of communication within that period. Combine group information to create the timeline. Ask students who are talented in art to add illustrations. Post the completed timeline in your classroom.
5. What will the dream computer of 2021 be like? Refer students to the last link below and other resources to learn about the "Do What I Mean" (DWIM) computer system, which adapts to, and learns from, context. Ask students: How does the DWIM system differ from a traditional PC? How will the DWIM system change the relationship between people and PCs? Group students and challenge each group to identify a potential application for a DWIM system, and how this application might impact peoples' lives. After students share their ideas, ask: What factors are driving the development of the DWIM system? What are the potential benefits and drawbacks of this system?
6. Ask students: What is the "Digital Divide"? Do you think it is important that both industrialized and developing nations have access to the Internet? Have them consider the effects of the Internet on education, businesses, health and science. Then, refer students to online resources to investigate the benefits and drawbacks of opening information markets in developing countries. Do you think opening these markets will create opportunities, or increase the information gap between rich and poor countries? Explain.

LINKS:
http://www.cnn.com/2001/TECH/ptech/08/11/mccracken.cnna/index.html
http://www.cnn.com/interactive/tech/0108/pc.new.factbox/frameset.exclude.html
http://www.intel.com/intel/museum/25anniv/hof/hof_main.htm
http://library.thinkquest.org/26890/
http://www.undp.org/comm/
http://www.forthnet.gr/forthnet/isoc/short.history.of.internet
http://www.research.ibm.com/journal/sj/393/part1/lieberman.html

In the Headlines: Newsreel

1. Find out if your students have kept up with current events during the summer. Have them share what they know about each of the following recent news stories:
    1. Violence in the Middle East
    2. Flooding in India
    3. John Tobin's release from a Russian jail
    4. Stem cell research legislation
    5. Human cloning
    6. Steve Fossett's attempt to circle the Earth in a balloon
    7. Ed Hommer's attempt to climb Mt. Everest.

   For additional information, discussion questions, and activities about current events, go to CNNfyi.com.

LINKS:
http://www.cnn.com/

EDITOR'S NOTE:
personal computers
communication
Internet
DWIM computer system
Gottfried Wilhelm von Leibniz
IBM
current events

DAILY DESK

Environment Desk: Shellfish Farming

1. Where is Peconic Bay located? Why are its shellfish populations in jeopardy? What is "Brown Tide"? How has Brown Tide impacted the local fishing industry? What is Cornell University doing to address this problem? What types of shellfish is Cornell University's hatchery program raising?

2. Refer students to their texts or an encyclopedia to locate a definition for "alga." Then, inform your class that, according to the National Program on the Ecology and Oceanography of Harmful Algal Blooms, "For many years, the U.S. has struggled to manage fisheries resources and marine ecosystems impacted by an expanding array of toxic and harmful algae." Divide your class into 10 groups and assign each group one of the U.S. regions listed at the last link below. Then, refer each group to the last two links below to prepare a presentation about the harmful algae blooms occurring in its regions of the U.S. Instruct students to include the following information in their reports:
    1. the major plants and animals that comprise the region's ecosystem
    2. why these plants and animals are vital to the health of the ecosystem
    3. the types of harmful algae present in the region
    4. the impact of the algae on animals and plants
    5. the environmental and human factors that promote the algae blooms
    6. what is being done to address the problem.

   After students present their findings, have them create a chart depicting how the economy of Peconic

Bay, or another region of the U.S., would be affected if all of its shellfish or fish died as a result of toxic algae.

LINKS:
http://www.seagrant.sunysb.edu/BTRI/btri.htm
http://www.cce.cornell.edu/suffolk/
http://www.earthfiles.com/earth154.htm
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/012740?op1=&st1=Alga&op2=&st2=&op3=
http://www.redtide.whoi.edu/hab/nationplan/ECOHAB/ECOHABhtml.html

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EDITOR'S NOTE:
Brown Tide
Peconic Bay
fishing industry
shellfish
algae
ecosystem

WORLDVIEW

Inside North America: Hawaii Adventure

1. Where is the island of Hawaii located? How did the "Big Island" get its name? Why is this island a popular tourist attraction? Where are the "kona" and "hilo" sides of the island? What attractions and industries are located on the kona and hilo sides of Hawaii? Why is this island considered environmentally and culturally diverse? What aspects of Hawaii did you find the most intriguing? Why?

2. Divide your class into eight groups. Refer each group to the links below and other resources to learn about the state of Hawaii and one of its eight main islands, Hawaii, Maui, Kahoolawe, Molokai, Lanai, Oahu, Kauai, and Niihau. Instruct each group to design a virtual field trip to its island. The students' projects should include text, photos, and audio clips that illustrate the sights and sounds of the island.

3. Point out that Hawaii's island chain was created by volcanoes. Then divide your class into small groups to conduct research to learn more about the geology and geography behind Hawaii's volcanoes. Direct students to the third link below to begin their research. Groups will want to seek information that helps them define terms associated with this topic, such as shield volcanoes, hotspot, lava, ash and a volcano's "status." Have each group use diagrams and illustrations to explain its findings.

4. Inform students that Hawaii became a U.S. possession in 1898, and a U.S. territory in 1900. It is the only state that was once an independent monarchy. Refer students to the last three links below to learn about the history of Hawaii since it had contact with Western culture, and the recent movement for Hawaiian independence. Instruct students to identify how and why Americans gradually increased their influence over Hawaii's economy and government in the 19th century, and the impact of these actions on Hawaii's citizens. After students share their findings, have them debate whether Hawaiian independence is a good idea.

LINKS:
http://www.gohawaii.com/
http://www.state.hi.us/
http://www.soest.hawaii.edu/GG/hcv.html
http://imagine-hawaii.com/
http://www.hawaii.gov/dbedt/index.html
http://www.hawaii-nation.org/index.html
http://www.hawaii-nation.org/chrono1.html
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/248660?op1=&st1=Hawaii&op2=&st2=&op

Culture Watch: Hawaiian Food

1. How does Hawaii's cuisine reflect the cultural diversity of Hawaii? What plants and animals are indigenous to Hawaii? Why is seaweed beneficial to your health? What is "aloha spirit"? What is the main attraction of a "luau"?

2. What are some of Hawaii's national dishes? Refer students to the last link below to review different Hawaiian recipes. What do these recipes reveal about Hawaii's environment and culture? Have your students experience Hawaii's culture and aloha spirit by hosting a Hawaiian luau. Refer students to the links below to obtain Hawaiian recipes and information about Hawaiian music and dance.

LINKS:
http://www.folklife.si.edu/vfest/hawaii/food.htm
http://mauicc.hawaii.edu/unit/fser/recipes/hawaii.html
http://www.hulaconference.org/
http://www.folklife.si.edu/vfest/hawaii/hula.htm
http://www.huapala.org/

EDITOR'S NOTE:
Hawaii
kona
hilo
tourist attraction
aloha spirit
cuisine
luau
indigenous

NEWS CHRONICLE

Garbage Art

1. What is EnergyXchange? What type of fuel is harnessed by EnergyXchange? How is this fuel produced? What are the benefits of using methane versus other fuel sources? How does EnergyXchange benefit local artists?

2. What are landfills? How do they work? Challenge your students to learn about how trash decomposes. Direct small groups of students to the Web sites below and other resources to identify bacteria that decomposes trash, and the gasses they produce. Familiarize the class with the three types of bacteria:

aerobic, facultative, and anaerobic. Have them make a chart outlining the three stages of decomposition.

Create a mini-landfill in a fish tank or plastic container and have students analyze the temperature to find out if decomposition is taking place. Please note the following: The higher the temperature, the higher the rate of decomposition.

3. As a class, discuss why it's important to recycle. Then, challenge each student to use recycled trash to create a piece of art. (Direct students to use sanitary trash, such as items they could get from the trash in the classroom or in their homes.) Direct students to write explanations of their work, including:
    1. the original use and personal or monetary value of the recycled items
    2. why these items might have been discarded
    3. what the items reveal about their school, their home, or their society
    4. the use and value of their recycled works of art.

    Have students display their creations in your school's library as part of an exhibit to educate others about landfills and the importance of recycling.

LINKS:
http://www.energyxchange.org/
http://www.wnccrafts.org/
http://www.cnn.com/EARTH/9802/19/trash.landfill.cnn/
http://www.greenwatts.com/WhatIsGW/LandfillExp.htm
http://www.newswise.com/articles/2001/1/LANDFILL.OSU.html
http://www.integra.org.uk/news/pr/garbageart.html

EDITOR'S NOTE:
landfill
EnergyXchange
methane
recycle
gasses
artist

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CNN NEWSROOM Guide

August 14, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 03:40...04:45
Efforts are underway to eradicate polio by 2005.

Top Story ... 05:15...10:00
Viruses and bacteria can be easily transmitted.

DAILY DESK ... 00:25...10:25

Health Desk ... 02:55...13:20
A growing number of U.S. fire departments use Rapid Intervention Crews.

WORLDVIEW ... 00:35...13:55

Information Please ... 07:10...21:05
Could the jigsaw classroom prevent students from becoming socially isolated?

Political Front ... 02:50...23:55
A new high-tech museum attempts to unite the Belfast community.

NEWS CHRONICLE ... 00:30...24:25

Missing Persons Foundations ... 02:55...27:20
Teachers: *Please prescreen this CNN Newsroom segment and the following Guide activity, as their content may not be appropriate for all students.*
Families of missing persons establish foundations to help the missing.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Fighting Polio

1. What is polio? In how many countries does polio still exist? What is being done to eradicate polio throughout the world? What is the status of these efforts? Why is it difficult to eliminate polio in Angola and the Democratic Republic of the Congo?

2. Inform students that "the global initiative to eradicate polio by the end of the year 2005 is spearheaded by the World Health Organization, UNICEF and Rotary International." Direct students to the Web sites below to learn about the efforts of these organizations and about the following aspects of polio: the nature of the disease, its causes, history, and the story of the polio vaccination. Next, have each student select one of the following 10 countries that are the focus of the final phase of polio eradication: Bangladesh, Ethiopia, India, Nigeria, Pakistan, Afghanistan, Angola, the Democratic Republic of Congo, Somalia and Sudan. Instruct each student to research the status of his/her country's efforts to eradicate polio. Then, have each student draft a letter to the leader of his/her country, explaining the importance of promoting systematic inoculations to eliminate polio.

   TEACHERS: For additional information and a lesson plan on fighting polio, visit CNNfyi.com.

LINKS:
http://www.unicef.org/polio
http://www.unicef.org/newsline/01pr65.htm
http://www.who.int/gpv-polio
http://www.cdc.gov/nip/publications/pink/polio.pdf
http://cnn.com/2001/WORLD/asiapcf/central/05/21/afghanistan.polio/index.html

Top Story: Fighting Disease

1. Why has the number of meningitis cases increased since 1990? What is believed to be the first illness identified by scientists? In what year was it discovered? Which major disease spread throughout the European continent in the 1300s? What measures have scientists taken to fight infectious diseases? What is the only infection that scientists have been able to eliminate? What percentage of Africans have died as a result of HIV?

2. What lifestyle factors do you think increase the risk of transmitting infectious diseases? What external factors (temperature, rainfall, etc.) are involved? Why do you think people's increased mobility has made it difficult to combat the spread of infectious diseases?

3. While a vaccine for HIV has not yet been developed, treatments for the resulting condition, AIDS, have been developed. While these treatments have been somewhat successful in improving the quality, and duration of AIDS patients' lives, they are very expensive. Working in small groups, have your students research current treatments for AIDS. Then bring the groups together to discuss the role they think the U.S. government should play in providing treatment for its AIDS infected citizens. Expand the discussion to include any possible roles that the U.S. government might play in providing HIV and AIDS treatment to the citizens of Africa and other regions of the world.

   Teachers: *For more information and an extended educational guide on VIRUS ENCOUNTERS,* *please go to the last Web site below.*

LINKS:
http://www.who.int
http://www.cdc.gov/ncidod/diseases/index.htm
http://www.avert.org/statindx.htm
http://www.bocklabs.wisc.edu/outbreak.html
http://turnerlearning.com/newsroom/ss_virus0900_gdc.html

EDITOR'S NOTE:
polio
vaccine
UNICEF
Angola
meningitis
the Democratic Republic of the Congo
eradicate

DAILY DESK

Health Desk: Firefighter Safety

1. How many firefighters are killed in the line of duty each year in the U.S.? What are Rapid Intervention Crews (RICS)? Why are a growing number of U.S. cities using RICS? What are the challenges associated with rescuing fellow firefighters?

2. What health risks are associated with fighting fires? What knowledge and skills do you think firefighters need to possess? Invite a local firefighter to speak to your class about the skills and education necessary for a person to enter this profession. After the presentation, have students discuss whether or not this profession appeals to them.

3. Inform students that, according to the U.S. Centers for Disease Control, "Among children between the ages of one and nine years, fire and burn-related injuries are the third leading cause of injury-related death." What can kids do to protect themselves from fire-related injury? Have students assess their homes and surrounding areas for potential fire hazards, and determine whether their homes are equipped with fire alarms and fire extinguishers. Then, have each student develop a safety plan to protect his/her family from the effects of a potential house fire. Instruct each student to also draw an escape route, and write a protocol that family members should follow during and after a fire. Students should include the name and phone number of a nearby contact person in the event that family members are separated during the fire. Have students make copies of their plans and distribute them to their family members.

LINKS:
http://www.iaff.org/
http://www.iaff.org/safe/health/facts.html
http://www.cdc.gov/niosh/firehome.html
http://www.cdc.gov/od/ohs/manual/firesafe.htm
http://www.cdc.gov/safeusa/fire/firesafe.htm

EDITOR'S NOTE:
firefighter
Rapid Intervention Crews
fire safety

WORLDVIEW

Information Please: Jigsaw Classroom

1. What is the "jigsaw classroom," and how does it work? What are the potential benefits of this learning technique for students and the school community? What inspired Dr. Elliot Aronson to develop the jigsaw classroom? Why are more U.S. schools using the technique?

2. Why do you think being socially isolated can, in extreme instances, cause students to become violent? How would you describe the social atmosphere of your school? Do barriers exist between social groups at your school? Discuss. Do you feel safe at school? Why or why not? Does your school encourage students to practice cooperation and respect for others? If so, how? What, if anything, do you think students and staff at your school can do to improve your school's social atmosphere?

3. What is "cooperative learning"? Have you ever been taught by this method? If so, describe the pros and cons of your experience. Refer groups of students to the links below to learn more about the jigsaw classroom technique and other types of cooperative learning methods. Challenge students to identify and list different types of cooperative learning methods on the board. Then, have each group prepare an oral report, including a demonstration, on one of the methods. Instruct students to identify why this method is used and how it differs from other types of instruction. After the student presentations, ask: What are the strengths and weaknesses of cooperative learning? Can cooperative learning work for all students? Why or why not? What type of guidance and structure should teachers provide to make cooperative learning work?

LINKS:
http://www.jigsaw.org/
http://www.ed.gov/pubs/OR/ConsumerGuides/cooplear.html
http://ericae.net/db/edo/ED306003.htm
http://www.wou.edu/las/natsci_math/math/class/cooplist.html
http://www.cde.ca.gov/iasa/cooplrng2.html

Political Front: Belfast High-Tech Museum

1. Locate Belfast on a map of Ireland. Why is this city historically and politically significant? What evidence suggests that Belfast is experiencing a renaissance? What museum is at the center of this renaissance? What is the purpose of this museum?

2. Point out to students that the museum's exhibits are designed to inspire curiosity and teach children teamwork and togetherness. Why are these skills important for individuals and society? Discuss.

   Refer students to the last three Web sites below to learn more about the exhibits and programs at the W5 Museum. Then, group students and challenge each group to develop an idea for a W5 Museum exhibit. Inform students that the exhibits should focus on science or technology, and require visitors to collaborate to complete a task. Have each group write a proposal that describes the exhibit and its learning objectives.

3. Direct groups of students to multimedia resources, including the Web sites below, to learn about the history of the conflict in Northern Ireland. Pose the following questions to guide students' research:
    1. What is the origin of the conflict in Northern Ireland?
    2. Is the war in Northern Ireland a religious or political conflict?
    3. What are the names and objectives of Northern Ireland's political groups?
    4. Why has violence become part of the scenario in Northern Ireland? Who is engaging in violent tactics? Are these tactics effective?
    5. What steps have been taken towards a peaceful settlement?
    6. What is the status of Northern Ireland's conflict?

    Have students create a timeline of their findings. Then, as a class, consider the economic, political and religious ramifications of the British relinquishing control of Northern Island, and Ireland becoming a unified nation. Ask students: Should Britain relinquish control of Northern Ireland? Why or why not? What are the chances for fully implementing the Good Friday peace accord? Do you think there will ever be peace in Northern Ireland? Discuss.

LINKS:
http://www.cnn.com/SPECIALS/2000/n.ireland/
http://wwwvms.utexas.edu/%7Ejdana/history/ni.html
http://www.ni-assembly.gov.uk/
http://www.cnn.com/2001/TECH/ptech/05/29/belfast.museum/
http://www.w5online.co.uk/
http://www.theodyssey.co.uk/w5/

EDITOR'S NOTE:
jigsaw classroom
cooperative learning
social isolation
school violence
teaching method
Belfast, Ireland
renaissance
science and technology

NEWS CHRONICLE

Missing Persons Foundations

1. How are family members and loved ones affected when a child disappears? What actions have some of these family members taken to cope with their anxiety and grief? Who is John Walsh? Why might a support group be helpful for families of missing persons? What missing persons foundations and organizations are listed in the video? Why are these foundations and organizations important?

2. How do you think your parents and loved ones would feel if you disappeared? How and when should

parents address the issue of personal safety with their children? Have you ever been concerned about your personal safety? Explain. Do you think teenagers should be concerned about being abducted or exploited? Why or why not? What steps might someone your age take to keep themselves from being exploited?

3. Point out to students that child abduction is very rare. However, it is important for children, including teenagers, to know how to keep themselves safe. Invite a local police officer and counselor to talk to your class about why child abduction and exploitation occurs, how to prevent these crimes, and the legal and psychological ramifications of this type of criminal activity. Then, refer your students to the links below to learn more about what kids and parents can do to keep children safe. After students share their findings, have them create three different personal safety pamphlets; for elementary students, for high school students, and for parents. The high school students' and parents' pamphlets should contain a list of national and local resources. Disseminate these pamphlets to families within your school community.

LINKS:
http://www.carolesundfoundation.com/
http://www.pollyklaas.org/
http://www.missingkids.org/
http://www.fbi.gov/kids/crimepre/abduct/abdmiss.htm

EDITOR'S NOTE:
missing persons
foundations
exploited children
John Walsh
Chandra Levy
Polly Klass

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CNN NEWSROOM Guide

August 15, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

TODAY'S NEWS ... 00:25...01:15

Top Story ... 06:15...07:30
-Fidel Castro turns 75.
-Numerous attempts have been made to overthrow Castro's regime.

DAILY DESK ... 00:25...07:55

Business Desk ... 02:40...10:35
Vacation downsizing translates into profits for regional amusement parks.

Desk Extra: Concert Attendance ... 02:25...13:00
In the U.S., musical artists are feeling the impact of a weak economy.

WORLDVIEW ... 00:30...13:30

Inside Africa ... 05:40...19:10
Camps expose tourists to a remote African ecosystem.

Political Front ... 03:35...22:45
China's government omits events when referencing its nation's history.

Web Site Information ... 00:45...23:30
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...23:55

Seeds of Peace ... 03:35...27:30
The Seeds of Peace Camp promotes harmony and friendship.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES -----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Castro Turns 75

1. Who is Fidel Castro and when was he born? How long has he been the leader of Cuba? What kind of political system exists in Cuba? What symbolic gesture did Castro make on the eve of his 75th birthday? Why was this gesture politically significant?

2. Refer students to the links below to learn more about Fidel Castro, the circumstances under which he came to power, his relationship with the international community, and the factors that have enabled him to remain in power for 42 years. After students present their findings, ask: Why have countries, including the U.S., tried to overthrow Castro? What were some of the foiled assassination plots against Castro? Why do you think he has been the target of assassination attempts? If Castro were killed, what would be the political repercussions? Would he become a martyr? Would Castro's "revolution" continue? Discuss.

3. Who is Raul Castro? Refer students to multimedia resources, including the last link below, to learn more about Raul Castro's political role in Cuba, his political views, his relationship with the international community, and the nature of his relationship with his brother Fidel. After students share their findings, ask: Who is slated to become Fidel Castro's successor? Do you think Raul Castro would make an effective leader? Why or why not?

4. TEACHERS: For a CNNfyi.com lesson plan on Fidel Castro and his government, visit the following Web site:
   http://fyi.cnn.com/2001/fyi/lesson.plans/08/13/castro.birthday/index.html

LINKS:
http://fyi.cnn.com/2001/fyi/news/08/13/birthday.castro/index.html
http://www.cnn.com/resources/newsmakers/world/namerica/castro.html
http://www.cia.gov/cia/publications/factbook/geos/cu.html
http://www.cubanet.org/
http://www.unipr.it/~davide/cuba/HomePage.html
http://www.hartford-hwp.com/archives/43b/
http://www.time.com/time/magazine/archive/1994/941114/941114.cuba.html

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EDITOR'S NOTE:
Fidel Castro
Raul Castro
Cuba
overthrow
assassinate
communism
democracy
revolutionary struggle

DAILY DESK

Business Desk: Amusement Parks

1. According to the video, how has attendance been this summer at large theme parks like Disneyworld? Compare what is happening at these parks to attendance at regional parks, like Holiday World. To what is the increase at regional parks attributed? What are some regional parks offering to entice local visitors?

2. What are some of the things vacationers are doing to save money? What kinds of businesses are hurt by this change in travel habits? What kinds of businesses are benefiting as a result? How do the regional amusement parks benefit when people spend less on travel and lodging?

3. This story presents a practical illustration of the economic principle of substitution. According to Principles of Economics (by N. Gregory Mankiw, Harcourt College Publishers), substitutes are:

   "two goods for which an increase in the price of one leads to an increase in the demand for the other."

   Read this definition to students, or have them consult their texts for an economic definition of substitute, and share their findings. Then, point out that economic hard times often have the same effect as rising prices: Consumers who are unsure of their financial futures---due to pending layoffs or declining investments, for example---will find themselves looking for less expensive alternatives to the things they buy. As a class, identify all the substitute goods or services in the video that are benefiting from the sluggish economy. Then, challenge groups of students to search their community for other examples of economic substitution. Encourage groups to seek out both goods and services, and explain what conditions or circumstances have led consumers to seek out the substitutes. Have groups share and discuss their findings.

   EXTENSION: How can a preferred good or service take its market back from a substitute? Refer back to the video, and ask students to consider what larger theme parks, like Disneyworld, will have to do to reclaim the portion of their market lost to regional parks.

LINKS:
http://www.funsearch123.com/
http://4themeparks.4anything.com/
http://www.ultimaterollercoaster.com/

Desk Extra: Concert Attendance

1. What is the status of the concert business in the U.S.? To what extent is the economy to blame for the drop in ticket sales? Is the slowing U.S. economy affecting you? Discuss. According to the video, what is the price range for concert tickets? Do you think these prices are reasonable? Why or why not? How much would you be willing to pay for a concert ticket? Why?

2. What is "discretionary income"? Inform students that, according to OnMoney.com, discretionary income "is the amount of money you have left after meeting necessary expenses." How do teenagers spend their discretionary income? Send your students on a scavenger hunt to identify the businesses in their community that cater to teens. After students share their findings, ask: How would these businesses and the local economy be affected if teenagers curtailed their spending because of the slowing economy?

LINKS:
http://www.onmoney.com/editorial/guides/edu/planning/discretionary_income.html
http://www.jsonline.com/enter/summerfest00/jun00/torch02063000.asp?format=print

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EDITOR'S NOTE:
admissions
regional parks
theme park
resorts
substitutes
discretionary income
economic downturn
teenagers

WORLDVIEW

Inside Africa: Okavango Delta

1. Where is the Okavango Delta? Why is it usually inaccessible to tourists? How have facilities like Ran's Camp and Eden mitigated these difficulties? What might a visitor encounter during a trip to the Okavango? Why has the Okavango Delta been referred to as "the last piece of Eden left on Earth"?

2. How does a visit to the Okavango Delta differ from more conventional vacations? What risks do tourists assume when they visit the delta? If camps like this become more popular, how might the Okavango Delta change? What groups or stakeholders might oppose this change? Who might support the continued growth of the tourist industry in this area?

3. Inform students that "ecotourism" has become increasingly popular in recent years as previously inaccessible locations have lured affluent tourists. Have your students consider the options available for ecotourism by dividing them into three groups to find ecotourist locations in either South America, Southeast Asia, or Africa. Each group should find at least three ecotourist locations in their assigned geographical area. Ask the groups to assess each location by considering the following:
    1. What are the attractions of the location?
    2. Why is the location unique?
    3. How is the local population affected by tourism?
    4. How is the ecosystem likely to be affected by increased tourism?
    5. What steps should be taken to minimize the adverse effects of increased tourism?

LINKS:
http://www.okavango.com
http://www.cnn.com/2001/TRAVEL/DESTINATIONS/06/01/moremi.safari/index.html
http://www.un.org/ecosocdev/geninfo/afrec/vol13no1/tourism.htm

Political Front: Rewriting Chinese History

1. What kinds of items has the Chinese Communist Party displayed in this exhibition? Who was Mao Zedong? Why would the Chinese government highlight the accomplishments of Mao Zedong? What

national historical events has the Chinese government omitted? How do Chinese leaders describe the 1989 crackdown at Tianamnen Square?

2. Point out to students that "historical revisionism" is the act of characterizing past events in a way that is advantageous to current groups or interests. Refer students to their texts and other resources to learn more about historical revisionism. Challenge students to identify examples of historical revisionism throughout the world. To what extent was historical revisionism practiced in other totalitarian governments, such as the former Soviet Union or Nazi Germany? To what extent is it practiced by special interest groups in modern democratic societies? After students share their findings, have them consider why historical revisionism occurs, and the social and political effects of this practice.

3. Ask your students to break into four groups and assign each group one of the following events in Chinese history:
    1. The anti-rightist campaign of the 1950s
    2. The Great Leap Forward
    3. The Cultural Revolution
    4. The Tianamnen Square crackdown of 1989.

   Have the groups explore the following issues for their assigned event:
    - What were the original goals of the Chinese Communist Party for the initiative? How would this action improve the position of the Party or its Chairman?
    - Why would the modern-day Party discourage public mention of this event? What would be the likely repercussions if the general Chinese population had knowledge of this event?
    - What are the possible disadvantages to the Party in trying to undermine discussion about this event?

LINKS:
http://www.bartleby.com/65/co/CommunisChi.html
http://www.cnn.com/2001/WORLD/asiapcf/east/03/19/china.willy.tiananmen/index.html
http://english.peopledaily.com.cn/200108/07/eng20010807_76657.html

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EDITOR'S NOTE:
Okavango Delta
ecotourism
endangered species
ecosystem
China
Communist Party
historical revisionism
Mao Zedong

NEWS CHRONICLE

Seeds of Peace

1. Where is the Seeds of Peace Camp located? What is the purpose of this camp? How does the camp help to eradicate some of the stereotypes that campers have of each other? What issues have campers dealt with this summer?

2. Why is this year's camp experience different from previous years? Have students share what they know about the recent violence occurring between Israel and Palestine. Then ask: Why do you think the Israeli and Palestinian governments tried to prevent kids from attending the Seeds of Peace Camp? Who is Fadi? Why do you think he is considered "an example of Seeds of Peace at work"?

3. Direct students to the first Web site below to learn about the history of the Middle East conflict. Have students examine the changes in the map of the region from 1920 to the present. Refer back to the map as your students study the conflict, pointing out those places most often cited in the news, such as the West Bank, Gaza, and Jerusalem.

   To introduce your students to the conflict in Jerusalem, you can use HighWired.com's class project, "What's Happening in Jerusalem." For information and instructions on the project, go to http://www.highwired.com/Classroom/Project/0,2069,1753-63696,00.html.

4. Inform students that Yitzhak Rabin, Israel's first native-born prime minister and one of the chief architects of the peace process, was assassinated in November, 1995. Point out that, in his last speech, Mr. Rabin said, "I have always believed that the majority of the people want peace and are ready to take risks for peace." Discuss what Mr. Rabin meant when he spoke of the "risks for peace." Then, divide your class into groups. Have each group choose a world leader who has been an architect for peace and conduct research to learn more about his/her life and his/her contributions to peace. Direct each group to create a written profile of this peacemaker. Discuss the risks each faced in trying to make the world a safer, more tranquil place. Challenge your students to think of ways that they can follow the examples of these peacemakers in their own communities.

LINKS:
http://www.cnn.com/SPECIALS/2001/mideast/
http://www.cnn.com/2001/WORLD/meast/08/14/mideast/index.html
http://www.fmep.org/info.html
http://www.mepc.org/
http://www.cnn.com/WORLD/9511/rabin/funeral_transcript/
http://www.ariga.com/peacebiz/rabin/lastrabn.htm

EDITOR'S NOTE:
Seeds of Peace Camp
Israel
Palestine
intifada
friendship
mistrust

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CNN NEWSROOM Guide

August 17, 2001

Welcome to "Children of War." Today's program focuses on armed conflicts and their impact on children. This special report presents the stories of four individuals whose childhoods were defined and shaped by war.

For a complementary article and lesson plan on world conflicts, visit CNNfyi.com .

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

SPECIAL REPORT ... 00:20...01:50

Amra's Story ... 04:00...05:50
A young woman from Sarajevo reflects on her life and times in a war-torn region.

Hans Massaquoi ... 07:55...13:45
Hans Massaquoi tells what it was like growing up as a black youth in Nazi Germany.

Kim-Chi Tyler ... 07:50...21:35
Kim-Chi Tyler's film "Chac" chronicles her family's experiences during the Vietnam War.

Anne Frank ... 05:25...27:00
Anne Frank's story is a timeless appeal for peace.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

SPECIAL REPORT

Amra's Story

1. How old is Amra Trebinjac? Where was she born? Where did her family live for most of her life? Does she have any siblings? Explain.
2. What event shattered Amra's happy life in Sarajevo? How does she describe life in the city until that

point? How old was Amra when the war started? What did she experience living in war-torn Sarajevo? How did the war affect her and her family? How does she think the war affected the children in Sarajevo? According to Amra, how did the war deprive Sarajevo's children of what they need?

3. Point out to students that Bosnia's declaration of independence in 1992 led to a campaign of violence by the Serbs, known as "ethnic cleansing." What ethnic groups participated in the war in Bosnia? Have students work in groups to learn more about the war and the parties involved. Share group findings. How did the international community respond to the "ethnic cleansing" that took place? What was the outcome of this action?

4. Soon after the war, the NATO-led Stabilization Force in Bosnia initiated a nationwide campaign to promote reconciliation among the ethnic groups who were fighting. One popular billboard depicted a dog and cat sitting next to each other, with the slogan "Tolerance is the only way to achieve peace and harmony." Generate a class discussion about the negative social, economic, and political effects of intolerance in any country. Then ask: How has ethnic conflict reshaped the social landscape of the Balkans? Have students work in groups to learn more about the fate of this region since the end of the fighting. Discuss the economic, social, and political price a nation pays when its citizens fight among themselves.

LINKS:
http://www.geocities.com/CapitolHill/6777/sarajevo.htm
http://www.rferl.org/nca/special/bosniaphotos/
http://www.cnn.com/SPECIALS/2000/yugo.crisis/
http://www.bosnet.org/

Hans Massaquoi

1. Who is Hans J. Massaquoi? What is the topic of his autobiography? Who was Adolf Hitler? When did he take power in Germany? Why did Massaquoi develop a fascination with Nazism? What enabled him to survive WWII and the Holocaust?

2. How did the politics of Nazi Germany impact Massaquoi? What photo is on the cover of Massaquoi's autobiography? What does the photo reveal about Massaquoi and his experience in Nazi Germany? Why do you think Massaquoi chose this photo for the cover of his book?

3. What is racism? What evidence indicates that "racism became the number one priority in Germany" during Hitler's reign? Direct students to the last two links below to learn about the history of racism during Hitler's rise to power and its role during the Holocaust. In addition to Jews, what other ethnic groups were discriminated against in Nazi Germany? After students present their findings, ask: Is racism an innate human characteristic, or is it learned? What factors contributed to the rise in racist attitudes and beliefs among many Germans during the Nazi era? What, if anything, could have been done to prevent the escalation of anti-Semitism in Nazi Germany? Do you think another Holocaust could occur in your lifetime? Why or why not?

4. Remind students that, according to Massaquoi, no one place has a monopoly on racism. Challenge groups of students to investigate examples of racism that are occurring throughout the world, in places like Rwanda, Burundi, Kosovo, Germany, and Northern Ireland. Have each group prepare an oral presentation about racism that exists in a specific nation. Have students identify the political, economic, and sociocultural factors that are contributing to the racist activity. How is racism affecting

individuals, groups and the nation as a whole? What is being done to address the issue?

EXTENSION: Is racism an issue in your community? If so, what is being done to address the issue? If not, what could other communities learn from yours? After discussing these questions, challenge students to interview older family members to learn their perspective on racism: Have relations between the races improved or deteriorated in their lifetimes? What do they think is responsible for either trend? Have students share their findings. Challenge students to predict the future of race relations in the U.S.

LINKS:
http://www.cnn.com/2000/books/news/08/24/black.in.germany.ap/
http://www.africana.com/Reviews/books_63.htm
http://militaryhistory.about.com/library/blhitleryouth.htm
http://www.ushmm.org/education/
http://www.ushmm.org/

Kim-Chi Tyler

1. Who is Kim-Chi Tyler? What is the subject of her documentary "Chac"? Why did she make this film? What hurdles did she encounter while making the film? Why do you think many of Tyler's subjects were reluctant to talk about the Vietnam War?

2. Why did Tyler name her documentary "Chac"? How did the Vietnam War impact Tyler's family? Have students review the adversity and struggles that Tyler's mother endured. Which of these events did you find the most compelling? Why? How did making "Chac" affect Tyler?

3. Do you think it's important for a person to learn about his/her family's history? Discuss. Have students interview their parents and other family members to learn about how individual family members, and their family as a whole, were affected by war during the 20th century. Instruct students to create written reports, multimedia presentations, or video documentaries of their findings.

4. Facilitate a class discussion about the ways that the Vietnam War is depicted in films. Ask: How are the Vietnamese depicted in these films? Why do you think this is so? Are these depictions accurate? What values and assumptions about the Vietnamese do these films promote? How does Tyler's portrayal of the experiences of the Vietnamese people during the war differ from those of other films?

5. With which Western countries was Vietnam at war during the 20th century? Refer students to their texts, and the first three links below, to learn about the events leading up to the U.S. involvement in Vietnam. Pose the following questions to guide students' research:
   1. When and why did France occupy Vietnam?
   2. What was the purpose and outcome of the French Indochina War?
   3. Why was the battle at Dien Bien Phu historically significant?
   4. When and under what circumstances did Vietnam officially become a divided nation, with a communist North and a non-communist South?
   5. Who was Ho Chi Minh and what were his political objectives?
   6. When and why did the U.S. become involved in the Vietnam War?
   7. What was the political climate in the U.S. during the 1950s?
   8. Why were many Americans fearful of communism?
   9. What is the domino theory?
   10. How did the domino theory influence U.S. military policy in Vietnam?

After students discuss their findings, have them create a timeline that depicts the significant events and people of this era.

6. If your students would like to learn more about Vietnam and contemporary issues facing Vietnamese immigrants in the U.S., you can refer them to the short stories and commentaries of Andrew Lam, which are located at the last link below. Lam, an award winning journalist, is an associate editor with the Pacific News Service, a short story writer, and a regular commentator on NPR. He was born in Saigon, Vietnam, and came to the U.S. when he was eleven years old.

   TEACHERS: Please note that some of Lam's writings are geared for a mature audience, so you may want to read his work before directing your students to his site .

LINKS:
http://cnn.com/SPECIALS/2000/vietnam/
http://www.cnn.com/SPECIALS/2000/vietnam/story/related.sites/
http://www.teachvietnam.org/
http://www.veloasia.com/readings.html
http://www.pacificnews.org/contributors/lam/index.html

Anne Frank

1. Who was Anne Frank? Which country was she from? During what period of time did she live? Why did she go into hiding? How long was she there? What happened to her?

2. When was "Anne Frank: The Diary of a Young Girl" first published? Why did Anne Frank write the diary? How many copies of the book have been sold? Share what you know about the Anne Frank story. What themes are addressed in the book? Why do you think the book has such universal appeal?

3. Ask students: Do you think there are differences in the way that war impacts children and adults? Ask students to imagine what hiding in the Secret Annex would be like: What would you miss? What would the constant threat and fear do to you? Then point out that, despite the tragedy of her time, Anne Frank displayed "undying optimism." Do students find this surprising, or do they agree that optimism is a trait of childhood? Explain.

4. What are racism and discrimination? Why do they occur? How and why was Anne Frank the target of racism and discrimination? What evidence suggests that racism and discrimination continue to exist throughout the world? Have you ever been discriminated against? If so, how did the experience make you feel? How did you react to the situation? Why?

5. What do students know about the Holocaust? What is "anti-Semitism"? Generate a class discussion about the human tragedy of the Holocaust. Have students consult the Web sites below and other resources to learn more about the Holocaust and why it occurred. Instruct your class to consider the economic, political and cultural factors (including anti-Semitism) that contributed to the rise of the Nazi Party and the Holocaust. Have students share their findings and discuss whether or not they think another Holocaust could occur in their lifetime.

6. Point out to students that, since the Holocaust, there have been several episodes of genocide, including the Khmer Rouge massacres in Cambodia, the genocide in Rwanda, and the ethnic cleansing that occurred in Kosovo. Have students conduct research to learn more about the causes and consequences of these incidents of genocide. Share student findings. Ask the class to consider why genocide

continues to happen, no matter how much humanity advances in other areas. What can and should be done to stop another such human tragedy from ever happening again? Discuss.

7. Inform students that, "From the Universal Declaration of Human Rights (1948) to the convention on the Prevention and Punishment of the Crime of Genocide (1948) to the Convention on the Rights of the Child (1989), a series of crucial documents has been formulated in part as a reaction to WWII and the Holocaust with the goal of creating international human rights norms." Refer students to the fifth link below to learn about the Convention on the Rights of the Child. Pose the following questions to guide your students' research on this document:
    1. What is the goal of the Convention?
    2. When was it established?
    3. How were children's rights treated before the Convention?
    4. What standards and rights are included in the Convention to improve the quality of life of children?
    5. How many countries have ratified this agreement?
    6. What are some of the areas in which the Convention has been most effective?
    7. What needs, wants and wishes of children are universal and timeless?

   After students share their findings, group students and direct each group to the last two links below to select an area in the world where children's rights are being violated. Then, have groups identify how these nations are violating the articles of the Convention. What action is the international community taking to address these issues? What else can or should be done?

LINKS:
http://www.annefrank.com/
http://www.ushmm.org/
http://www.unhchr.ch/
http://www.preventgenocide.org/
http://www.unicef.org/crc/crc.htm
http://www.unicef.org/newsline/01nn05.htm

EDITOR'S NOTE:
Sarajevo
intolerance
racism
Holocaust
Vietnam War
documentary
World War II
Anne Frank

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CNN NEWSROOM Guide

August 20, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 00:50...01:35

Top Story ... 05:00...06:35
-Russians remember the 1991 coup attempt that fatally wounded communism.
-Post-communist Russia fights for economic prosperity.

DAILY DESK ... 00:30...07:05

Environment Desk ... 02:00...09:05
Anaheim's Public Utilities Company offers local residents free shade trees.

Web Site Information ... 00:45...09:50
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:50...10:40

Top of the World ... 02:50...13:30
Ethnic Albanian rebels display captured weapons they will turn in to NATO.

Inside Asia ... 03:40...17:10
The U.N. helps East Timor's farmers increase their crop yield.

One World Habitat ... 03:20...20:30
Greenhouses blanket Spain's countryside and anger environmentalists.

Culture Watch ... 03:10...23:40
An international superstar takes the stage in Lebanon.

NEWS CHRONICLE ... 00:50...24:30

Female Sports Agent ... 02:00...26:30
A mother of two is making her mark as a sports agent.

Look Ahead ... 00:50...27:20

Specials this Fall on CNN Newsroom:
"Hispanic Power: Beyond the Numbers"
"Incas"
"U.N. Special Session on Children"
"The Other Side of Africa"
"Gullah"
"Going to Great Depths"
"Bugs!"

CNN NEWSROOM CLOSE ... 00:40... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Russia Coup Anniversary

1. How many years have passed since the failed coup that led to the fall of communism in Russia? By what name was Russia known at the time? What kind of political system did it have? Who were the opposing sides in the 1991 coup? Who is Boris Yeltsin? Why does his name invoke anger among Russia's communists?

2. Who is Mikhail Gorbachev? What was his role in the coup? How does he view the leaders of the coup? Why do the coup plotters still believe they are patriots? How many people turned out ten years ago to defend Russia's leadership? How many turned out this weekend to commemorate the anniversary of the event? Do you think it is significant that so few people attended the anniversary rally? Explain.

3. Describe some of the different circumstances that illustrate the reality of economic life in Moscow versus that of rural Russia. Why has Moscow fared "incredibly well" throughout the reform period? What economic reforms have benefited many who live and work in Moscow? Why haven't workers in other parts of Russia benefited as well?

4. What is communism? When did Russia take on a communist political and economic system? Have students work in groups to learn more about the revolution that led to the creation of the Soviet Union, and the factors that led to the fall of communism in Russia seven decades later. Share group findings. Discuss the reasons behind Russia's difficult transition from communist to a free market economy.

5. Lead students in research to learn more about the history of the former Soviet Union over the past two decades. Have students create timelines for their own reference that highlight important events in chronological order. Discuss the meaning of terms such as "detente," "glasnost" and "perestroika." Ask students to consider why they think it is important that they have an understanding of contemporary Russian history.

LINKS:

http://www.cnn.com/SPECIALS/2001/russia/
http://www.cnn.com/2001/WORLD/europe/08/19/russia.coup/index.html
http://www.russia.net/~oldrn/history/coup.html
http://russianculture.about.com/library/history/blrevolutionW.htm
http://surveys.ft.com/russia2001/index.html
http://www.insiderussia.com/
http://www.theodora.com/wfb/russia_economy.html

EDITOR'S NOTE:
Russia
Soviet Union
communist
Boris Yeltsin
Mikhail Gorbachev
coup
reforms
Moscow

DAILY DESK

Environment Desk: Energy Shade Trees

1. Have students share what they know about California's energy crisis. What company is sponsoring the TreePower Program? What is the purpose of the program? What are the environmental and economic benefits of planting shade trees?

2. How has urban development impacted the trees in different regions of your state? Invite an urban planner and developer to speak to your class about the process of urban and residential development, and the importance of trees in this process. Ask them to also address the environmental and economic pros and cons of clear-cutting.

3. Refer students to the links below, and other resources, to learn more about the TreePower Program, if this type of program is available in your community, and the types of shade trees that are indigenous to your community. Then, inform students that, according to arboriculture experts, "urban areas need at least 40 percent coverage of trees for good quality of life. Trees reduce pollution, keep water in the soil, provide oxygen to the air, and provide shade from the sun during the summer to reduce air conditioning costs." Have your class conduct field research to determine whether your school has appropriate tree coverage. If not, have your class collaborate with your school's administration and local businesses, including local power companies, to sponsor a tree planting day.

4. Teachers: Check out these two lessons on Trees from Riverdeep.net:

   http://www.riverdeep.net/teaching_the_news/news_2001/feb/022801_tree.jhtml.

   http://www.riverdeep.net/teaching_the_news/news_2000/sept/090800_trees.jhtml.

LINKS:

http://www.anaheim.net/news/trees.html
http://www.awesomelibrary.org/Classroom/Science/Ecology/Energy_Efficiency.html
http://shade-trees.tripod.com/
http://www.redwoodbarn.com/shadechart.html
http://www.americanforests.org/
http://stats.bls.gov/oco/ocos057.htm

EDITOR'S NOTE:
shade tree
energy crisis
utility company
TreePower

WORLDVIEW

Top of the World: Macedonia Weapons Turnover

1. What kinds of weapons will ethnic Albanian rebels have to turn in to NATO and the Macedonian government? On what condition are the rebels planning to turn in these weapons? Who is Ali Ahmeti? Why is he wanted by the Macedonian government? How is he trying to assuage NATO fears in the region?

2. For additional information on the conflict in Macedonia, you may want to consult the CNNfyi.com article and lesson plan "Setback in Macedonia peace talks." Go to: http://fyi.cnn.com/2001/fyi/news/08/06/macedonia/index.html.

LINKS:
http://www.cnn.com/SPECIALS/2001/macedonia/
http://news.bbc.co.uk/hi/english/world/europe/newsid_1213000/1213887.stm
http://news.bbc.co.uk/hi/english/world/europe/newsid_1331000/1331772.stm

Inside Asia: Timor Farmers

1. Why are Claudino Nabais and other farmers from East Timor in Thailand? What kinds of things are they learning about rice planting? Who is sponsoring their training?

2. Why does Claudino consider himself lucky to be alive? What happened when the militias caught up with Claudino? What was Fernando's experience in East Timor? Why do you think the trainees feel a "moral responsibility" to help develop East Timor?

3. The United Nations calls food "a fundamental human right." Ask students what they think this means. Then, challenge students to conduct research to learn more about the United Nations Food and Agriculture Organization and its mission. Have students share their findings. Discuss what students can do to make sure everyone enjoys the "fundamental right" of freedom from hunger.

LINKS:

http://www.fao.org/
http://www.fao.org/Legal/rtf-e.htm
http://www.un.org/partners/business/rice.htm
http://www.usaid.gov/country/anc/tp/

One World Habitat: Spain Greenhouses

1. In what part of Spain is Almeria? What kind of business has transformed the province? What is responsible for the growth of the fruit and vegetable business? Why are environmentalists angry about what is taking place?

2. What is the government doing to greenhouses that have been built without permission? What do growers want to do with the land outside the Cabo de Gato Park? What have environmentalists done in response? What role is the local government playing in this conflict?

3. Direct students to identify the issue in this story and the opposing interests. Divide the class into small groups. Direct each group to choose one side to represent, either that of the fruit and vegetable growers, who are erecting the greenhouses, or that of the environmentalists, who oppose the greenhouses. Give each group time to research and develop a strategy for presenting its case to Almeria's government. Have each group offer its presentation to the class. After all the presentations, ask students: Is there a way to promote business in Almeria while preserving its environment? Discuss.

LINKS:
http://www.schundler.com/spain.htm
http://www.andalucia.com/cities/almeria.htm

Culture Watch: Lebanon Rocks

1. What international superstar recently gave a performance in Lebanon? How did concertgoers react to his performance? Why is Lebanon "constantly striving to polish its international image"? Do you think Elton John's concert is a step toward that goal? Why or why not?

2. What other British knight has helped to thrust Lebanon into the limelight? What did Richard Branson recently do in Lebanon? Why does Elton John believe that "music should transcend politics"? Where would he like to perform next?

3. If your students watch CNN Newsroom, they are aware of the ongoing conflict in the Middle East. Offer them another perspective on one of the region's countries by having them work in groups to research Lebanon's history and culture. Have each group present a musical, historical, or culinary profile of Lebanon.

LINKS:
http://www.arab.net/lebanon/culture/ln_food.html
http://lebanon2c.com/tourism/festivals/
http://www.lol.com.lb/entertainment/index.shtml

EDITOR'S NOTE:
Macedonia

NATO
East Timor
militia
greenhouse
hectare
Lebanon
Elton John

NEWS CHRONICLE

Female Sports Agent

1. Who is Carmen Feliciano? What does she do for a living? How does she challenge the popular perception of a sports agent? Who are some of her clients? What are some of the tasks she takes on in her job?

2. Explain how Feliciano meets a growing need in professional baseball. What percentage of professional baseball players are from the Dominican Republic? Why do some of the young professional players need her to counsel them? Why does Feliciano believe that baseball "is really a mom's world"?

3. Generate a class discussion about the ways in which Carmen Feliciano challenges the stereotypes associated with her profession. Then, direct students to look at other individuals in sports who challenge stereotypes. Have each student find information about one of these individuals and present a written profile of that person to the class. Discuss the obstacles one faces as a pioneer in his/her field, and the rewards that person and others reap as a result of his/her efforts.

LINKS:
http://www.jobprofiles.com/artsportsagent.htm
http://www.sports-agents.com/

EDITOR'S NOTE:
sports agent
Major League Baseball
counsel

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CNN NEWSROOM Guide

August 21, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:45...01:25

Top Story ... 04:30...05:55
-Patents may threaten access to stem cell lines.
-Australian scientists have isolated the neuro stem cell.

DAILY DESK ... 00:30...06:25

Health Desk ... 02:20...08:45
A new level of caretaking responsibilities has fallen to the "Sandwich Generation."

Ask CNN ... 01:20...10:05
What is ergonomics?

WORLDVIEW ... 00:50...10:55

Top of the World ... 02:20...13:15
Teachers: This segment contains scenes that may be disturbing to some students.
The first livestock auction since the foot-and-mouth outbreak is held in the U.K.

Inside North America ... 04:30...17:45
Hawaii has its own cowboy culture.

Wild Kingdom ... 06:30...24:15
Researchers at the Monterey Bay Aquarium work to save sea otters from extinction.

NEWS CHRONICLE ... 00:30...24:45

Crown Heights ... 02:45...27:30
There are signs of healing in this Brooklyn neighborhood, ten years after it was torn apart.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Stem Cell Patent

1. What are stem cells? Why are scientists interested in conducting research on stem cells? Who is opposed to stem cell research, and why? What decision did President Bush recently announce regarding stem cell research? What new obstacle threatens stem cell research?

2. With what groups will the National Institutes of Health soon meet? Why is the NIH meeting with this biotech company and the University of Wisconsin? Where are rights to the remaining lines of stem cells being held? Who is Tommy Thompson? What is his view of accessibility to stem cell lines? Why do some researchers disagree with him? What other issue complicates stem cell research?

3. What announcement have Australian scientists made regarding cell harvesting? Why is this a significant announcement? What diseases could be cured by their discovery? Why could this be a safer treatment than implanting foreign stem cells into patients?

4. In order to understand this latest issue surrounding stem cell research, students need to understand what a patent is and why it is issued. Have students consult the Internet and other resources to learn more about patents and share their findings. Ask students: Why do you think these stem cell lines are protected by patents? What will have to be done in order for outside scientists to have access to the 60 stem cell lines protected by patents? Discuss how the legal means of protecting this scientific discovery could work against scientific advancement.

5. Teachers: Check out these related CNNfyi.com lesson plans:
   http://www.cnn.com/2001/fyi/lesson.plans/
   08/10/stem.cell.politics/

   http://fyi.cnn.com/2001/fyi/lesson.plans/
   07/12/stem.cell/index.html.

LINKS:
http://www.cnn.com/SPECIALS/2001/stemcell/
http://www.iht.com/articles/29765.htm
http://www.nih.gov/news/stemcell/primer.htm
http://www.stemcellresearchnews.com/
http://www.uspto.gov/

EDITOR'S NOTE:
stem cell
patent
access
bioethicists

cell harvesting
neuro stem cell
isolating
rejection

DAILY DESK

Health Desk: Sandwich Generation

1. What is the "Sandwich Generation"? What factors have contributed to the emergence of this societal group? With what types of issues are members of the Sandwich Generation dealing? Why do you think people are waiting longer to have children? Do you think this is a good idea? Why or why not?
2. Are your parents members of the Sandwich Generation? If so, what are their caretaking responsibilities? How are they managing these responsibilities? How is this situation affecting you?
3. Point out to students that the mortality rate in industrialized nations is continuing to decline, which means that many of today's teens could be the next Sandwich Generation. Have students write essays that examine their thoughts and feelings about this issue. Ask students to consider how knowing the causes and responsibilities of the Sandwich Generation might impact their choices regarding education, marriage, children, and other lifestyle issues. Have students share their essays and discuss.
4. Inform students that, "Back when the U.S. was founded, life expectancy at birth stood at only about 35 years. It reached 47 years in 1900, jumped to 68 years in 1950, and steadily rose to 76 years in 1991. By the year 2000, more than 3.7 million Americans are expected to be age 85 or older." Then, direct students to the Web sites below and other resources to learn about the medical advances that are enabling people to live longer. After students share their findings, have them consider the social and economic impact of extending people's lives. Group students and have each group consider how a 100-year life expectancy might impact each of the following factors, for better or worse:
    - Living arrangements and lifestyles
    - Family dynamics
    - The retirement age
    - The job market
    - Social Security and Medicare
    - The demand for medical services

   Have each group present its ideas and discuss whether the benefits of living longer outweigh the downsides.

LINKS:
http://www.nancy-wexler.com/sandwich.htm
http://www.midlifemommies.com/thesandwichgeneration.html
http://www.co2science.org/journal/2000/v3n13b2.htm
http://www.census.gov/socdemo/www/agebrief.html
http://www.cdc.gov/nccdphp/aging/index.htm

EDITOR'S NOTE:
Sandwich Generation
extended family
aging

- caretaker

WORLDVIEW

Top of the World: Livestock Auction

1. What disease nearly destroyed the British livestock industry six months ago? Where was the first cattle auction since the outbreak of foot-and-mouth disease held? How many sheep, cattle, and pigs have been slaughtered in an attempt to stop the spread of the disease? Who is paying to compensate the farmers who lost livestock?

2. Why are some critical of the British government's handling of the foot-and-mouth epidemic? What do the critics think should have been done differently? What are farmers now demanding of the government?

3. This recent outbreak of foot-and-mouth disease, which is not a threat to humans, was confined to Great Britain and isolated areas of Europe. The U.S. has not had a case of foot-and-mouth disease since 1929. However, the safety of the meat supply is always a concern to consumers, no matter where they live. What steps are taken to insure the quality and safety of meat in your area? Have students work in groups to learn more about the science behind safe meat products, and the government's role in food safety. Have groups share their findings. Point out that one of the most common issues involving meat handling and safety is food poisoning. What are pathogenic bacteria, and how can meat storage and handling reduce the growth rate of these organisms?

LINKS:
http://www.cnn.com/2001/WORLD/europe/UK/02/21/foot.mouth/
http://www.defra.gov.uk/animalh/diseases/fmd/default.htm

Inside North America: Hawaiian Cowboys

1. Locate Hawaii on a world map. What features attract many tourists to Hawaii? Where is the Dahana Ranch? Who established the ranch? What kind of experience does it offer its visitors? Who is Harry Nakoa? Who taught him about horses? What other large ranch exists on the Big Island?

2. What problem did Hawaii's King Kamehameha have when he first met John Parker? What suggestion did Parker have to help the king? When did the vaqueros first come to Hawaii? Why are Hawaiian cowboys called "paniolos"? How many horsemen can actually claim this title today? What are some of the things one can see at the Parker Ranch?

3. Hawaii doesn't usually conjure up images of the Wild West, but it has a cowboy culture all its own. Direct your students to the Web sites below and to other resources to learn more about Hawaii and its cowboys. Challenge each student to write lyrics to a Hawaiian cowboy song that incorporate the island's geography and features, as well as the paniolos' lifestyle. Compare students' lyrics to what they might hear in a cowboy song from the Western U.S.

LINKS:
http://www.rodeohawaii.com/

http://www.rodeohawaii.com/paniolo.html
http://www.hawaii-culture.com/
http://www.dahanaranch.com/
http://www.parkerranch.com/

Wild Kingdom: Endangered Sea Otters

1. Why is the diver in the video mimicking sea otter behavior? Where is the Southern sea otter found? What is unique about this animal's fur? How did this characteristic contribute to the sea otter's near extinction? What is happening to the sea otter population now?

2. How do researchers at the Monterey Bay Aquarium survey the sea otter population? According to their data, how many sea otters are left? What currently threatens this number? What evidence of disease are researchers finding in the sea otters? Why do you think that studying the behavior of sea otters is important to the researchers?

3. How would you describe the "personality" of an adult otter? To what other animals are sea otters related? How are they different from badgers, ferrets, and wolverines? How are sea otters different from other sea mammals? What do sea otters do to keep themselves warm? Why don't the caretakers show their faces around the sea otter pups? Do the researchers get attached to the pups? Do you think you would, in their situation? Why or why not?

4. How are sea otters like "little ambassadors to the ocean"? In what way is the sea otter "our canary in the coal mine"? What clues can we gather about an ecosystem based on the health of the sea otter population?

5. Point out to students that sea otters can eat up to 25-30% of their body weight each day. Students might also be interested to know that sea otters eat shellfish, and use stones as tools to open them. Send your students on an Internet scavenger hunt to learn more about sea otters, their habitat and habits. Have students work in groups to create informative resources on sea otters in the form of Web sites, data sheets, or visual displays.

6. The Otter Project refers to the Southern sea otter as both an "umbrella species" and a "keystone species." The umbrella species designation means that protections created for the sea otter will have positive consequences for other animals as well. The keystone species designation indicates that the otter is responsible for an important role in the structure of its ecosystem. Direct your students, working in groups, to research the sea otter's place in its ecosystem as both an umbrella and a keystone species. Then have each group create a large diagram or chart that illustrates its findings, and present their work to the class.

LINKS:
http://www.tmmc.org/seaotter.htm
http://www.washington.edu/burkemuseum/mammalogy/enlu.html
http://www.seaworld.org/animal_bytes/sea_otterab.html
http://www.otterproject.org/

EDITOR'S NOTE:
foot-and-mouth disease
Tony Blair

inquiry
Hawaii
paniolos
cowboys
sea otter
extinction

NEWS CHRONICLE

Crown Heights

1. Where is Crown Heights? What event triggered racial tensions there ten years ago? What was the violent response to this event? According to the video, what "significant differences" created the tension that exploded in 1991?

2. Why was the Crown Heights Coalition created? Who co-chaired the coalition? Why do community leaders refer to Crown Heights as a "salad bowl" rather than a "melting pot"? What evidence supports the claim that the community is coming together? What pain still remains?

3. Ask students to consider how a community or a nation heals after racial or ethnic tension. Have each student investigate an incidence of racial or ethnic tension and its aftermath, and report back to the class. In each case, did the community or nation heal from the tension? If so, how? What lessons can individuals learn from these stories as well as from the experience of Crown Heights?

LINKS:
http://www.brooklyn.net/index.html
http://www.chjcc.org/
http://www.brooklynx.com/

EDITOR'S NOTE:
Crown Heights
Brooklyn
economics
Hasidic
"melting pot"
"salad bowl"
the common good
tension

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CNN NEWSROOM Guide

August 22, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 00:45...01:25

Top Story ... 02:15...03:40
The Federal Reserve Board cuts interest rates again.

Top Story ... 02:30...06:10
Global economic trends mirror the economy in the U.S.

DAILY DESK ... 00:40...06:50

Business Desk ... 03:10...10:00
CEO worship is part and parcel of the American Dream.

Business Desk Extra: Big Fan Racing ... 03:00...13:00
An entrepreneur turns his NASCAR dream into reality.

WORLDVIEW ... 00:25...13:25

Top of the World ... 02:00...15:25
The Red Cross has been serving those in need for over 130 years.

Taking Care of Business ... 02:40...18:05
Argentina's middle class suffers through tough economic times.

Sports Page: Bobbleheads ... 03:50...21:55
The biggest thing in baseball now is the bobblehead.

Ask CNN: Golf Balls ... 01:15...23:10
How are golf balls made?

NEWS CHRONICLE ... 00:25...23:35

Democracy in America ... 03:35...27:10
Sen. Jesse Helms is expected to announce his retirement today.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Interest Rate Drop

1. Why did the Federal Reserve cut interest rates again? How many times has the Fed cut rates this year? What is the key interest rate now? How did Wall Street react to the Fed's move? Why did stocks react negatively?
2. Which stocks were hardest hit in the wake of the Fed's announcement? According to the video, how long does it take for the Central Bank's interest rate cuts to make their way through the economy? How long has it been since the first rate cut? The Fed hinted that additional rate cuts may be forthcoming. Based on what you have seen in the video, is this course of action likely to have a positive effect on the stock market? Why or why not?
3. What is monetary policy? Assist students as they conduct research to learn more about the Fed's role in crafting monetary policy. The fourth Web site below provides information on the Fed and its duties as they pertain to monetary policy. Discuss reasons why the U.S. government is involved in monetary policy, even though its economic system is considered a "free market economy." Who is Alan Greenspan, and why are his words and actions regarding the economy so closely monitored? Do students think the Fed should play such a large role in steering the U.S. economy? Why/why not?
4. Teachers: For a related CNNfyi.com lesson plan, go to: http://www.cnn.com/2001/fyi/lesson.plans/07/18/economic.greenspan/index.html.

LINKS:
http://cnnfn.cnn.com/2001/08/21/economy/fed/
http://cnnfn.cnn.com/news/specials/eyes_on_fed/
http://www.federalreserve.gov/
http://woodrow.mpls.frb.fed.us/info/policy/

Top Story: Global Economy

1. What is happening to the world economy? According to the video, who drives the economy of the United States? What impact does consumer behavior in the U.S. have on other economies?
2. What is a recession? Why is this recession historically significant? How quickly has the global economy "gone from boom to bust"? Which nation first recognized the problem as one of economic slowdown? How did many European nations react to the first signals of this economic slowdown? What other issues complicate a global economic recovery?

3. Remind students that, in the video, we hear that "this is the first recession in the modern-day era of globalization." Generate a class discussion about the meaning of this statement. Then, have students work in groups to find examples of the global economy at work in their community. Groups might cite, for example, the presence of an international manufacturing facility in the community, a local business that relies on international suppliers, or a local businessperson who exports goods to other countries. Have each group list its findings and share the list with the class. Using one of these examples, have each student research and prepare a written report on the interrelationship between local economic trends and the health of the global economy.

LINKS:
http://worldnews.about.com/cs/globaleconomyeu/index.htm
http://www.wto.org/
http://www.ifg.org/

EDITOR'S NOTE:
Federal Reserve Board
interest rates
Wall Street
earnings
global economy
recession
American consumers
inflation

DAILY DESK

Business Desk: CEO Worship

1. Who are the CEOs who have become the "folk heroes of the new economy"? Who are some of their predecessors? How would you define "CEO worship"? Explain how CEO worship fluctuates with the economy.

2. Why are the most recent corporate stars under siege? What happened when the corporate stars of the past hit bad economic times? According to the video, why is public opinion still generally favorable towards today's CEOs? What is meant by the term "dot com implosion"? Do you think public sentiment towards today's CEOs is likely to change if the economy worsens? Why or why not?

3. Challenge your students to look at the circumstances and characteristics that shaped the CEOs of the past and present. Divide the class into pairs of students. Have each pair choose one CEO (or "captain of industry" or "robber baron") from America's past, as well as a CEO who has made his/her mark in the business world today, and conduct research to learn more about these two individuals. Direct each pair of students to present a role-play in which one student takes on the role of the industrialist from the past, offering advice based on his/her experience to his/her modern day counterpart. Have the student who plays the modern-day CEO explain to the other the challenges he/she faces in today's business environment.

LINKS:
http://www.boondocksnet.com/editions/progressive/pmwm04.html

http://wizard.hprtec.org/builder/worksheet.php3?ID=4779
http://www.geocities.com/SouthBeach/7505/trb.htm
http://www.zdnet.com/zdnn/stories/zdnn_display/0%2C3440%2C2116540%2C00.html

Business Desk Extra: Big Fan Racing

1. What is NASCAR? Who is Mark Watkins? What dream did he share with his son? What was the only thing stopping them from fulfilling this dream? What did Watkins decide to do to raise money for his NASCAR team? How did he use the Internet to put his plan into action?

2. What is the name of Mark Watkins' NASCAR team? What did each investor in Big Fan Racing get for his/her money? How long did it take for Watkins to raise the money he needed to race? How did Big Fan Racing fare on its first day at the races? How would more funding have helped the team? Do you think the supporters of Big Fan Racing are likely to stay committed to their team? State your rationale.

3. Ask students to define the term "entrepreneur." If they are unsure of its meaning, they can consult their texts or the last Web site below. Discuss what makes Mark Watkins an entrepreneur, and identify the risks he and the Big Fan Racing investors take. Then, ask students to interview entrepreneurs in any line of business to find out what drives them to take similar risks and run their own businesses. Share student interviews and discuss the common qualities found among all entrepreneurs.

LINKS:
http://www.bigfanracing.com/
http://www.nascar.com/
http://www.investorwords.com/

EDITOR'S NOTE:
CEO
monopolist
overinvesting
market value
bulls and bears
NASCAR
Big Fan Racing
shares

WORLDVIEW

Top of the World: Red Cross

1. What is the mission of the International Red Cross? When was the organization founded? What is the origin of the Red Cross logo? What are the Geneva Conventions and how have they benefited humanity?

2. Refer students to multimedia resources, including the links below, to learn more about the Red Cross. Challenge students to identify, within a set amount of time, as many examples as they can of how the Red Cross has helped, or is helping, people. Write down your students' responses on the board and discuss how individuals and the international community might be affected if the Red Cross and its

volunteers did not exist. If possible, invite a representative from a local chapter of the Red Cross to speak to your class about the importance of the Red Cross and volunteerism.

3. Have your students sponsor a day or week of volunteerism. Have students brainstorm a list of volunteer activities that they can do to enhance their school and local community. Group students. Have each group select an activity from the list, and develop a plan for implementing its activity during the period of volunteerism. Instruct students to write essays about their volunteer experiences.

LINKS:
http://www.ifrc.org/
http://redcross.org/

Taking Care of Business: Argentina Recession

1. Why are Julio Villa and his wife looking for bargains at the market? How has Argentina's recent economic slump changed their way of life? For how long has Argentina been in a recession? What are some reasons for the economic downturn? How has the recession affected the quality of life for middle-class Argentinians?

2. What did Muni do for a living before the recession? What does he do now? How much money does he make selling potatoes? What does Muni mean when he says that "culture is not a priority now"? What other elements of a middle-class lifestyle do you think become less of a priority in an economic recession?

3. What is a recession? What are the causes behind Argentina's three-year recession? Have students work in groups to learn more about Argentina's economy and government. Share groups' findings, and discuss the government's role, both in contributing to the country's economic problems and attempting to solve them. What government actions could help ease the current economic burden for Argentina's people?

LINKS:
http://investingglobal.about.com/library/weekly/aa051401a.htm
http://www.amisa.com/arg_econ_rep.html
http://www.odci.gov/cia/publications/factbook/geos/ar.html

Sports Page: Bobbleheads

1. What are bobbleheads? What impact are bobblehead promotions having on baseball stadiums? What was Alexander Global Promotions' first bobblehead? Where does the company manufacture these dolls? How many bobbleheads does the factory manufacture each month? What kind of value do the bobbleheads have?

2. Who are some of the professional baseball players whose likenesses are captured as bobbleheads? What do the players think of the dolls that look like them? Why does the reporter say that, "From a media perspective, bobbleheads can be very helpful"? Why do you think there is such a frenzy around these items?

3. Ask students if they collect anything. Have student collectors share some of the details of their collections with the class. Then ask: Why do people collect things like coins, stamps, antiques, trading cards, and other items? Generate a class discussion about different peoples' perceptions of "value."

What is the value of a bobblehead collection to a collector? How does this explain the high prices some bobbleheads go for on auction Web sites? Discuss.

LINKS:
http://www.geocities.com/bobbleheaddolls/page1.html
http://www.bobhead.com/
http://enquirer.com/editions/2001/03/26/tem_reds_to_give_away.html

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EDITOR'S NOTE:
International Red Cross
humanitarian
Argentina
economic crisis
unemployed
vendor
bobblehead
craze

NEWS CHRONICLE

Democracy in America: Helms Political Legacy

1. Who is Jesse Helms? What state does he represent in the U.S. Senate? For how long has he been a senator? How would you characterize his political ideology? What issues and positions have put him in the political spotlight?

2. When did Senator Helms first establish himself as a conservative hero? Why was Senator Helms such a supporter of former President Ronald Reagan? In spite of Helms' conservative policies, what action did he take regarding the United Nations that surprised many? Which Democrats have praised Helms? Why?

3. Although a popular figure in his home state, Jesse Helms often faced formidable opposition in his re-election bids. Have students work in groups to learn more about Senator Helms and his stands on different issues, and share their findings. Then, ask each student to pretend that he/she is about to announce his/her candidacy for Senator Helms' seat. Keeping in mind the duties of the senate and the issues that brought Jesse Helms media attention, how will the student-candidates craft their campaign strategies? Challenge each student to take positions similar to or different from those of the outgoing senator on specific issues, and briefly explain these positions in a press release announcing his/her candidacy for the seat.

LINKS:
http://www.senate.gov/~helms/
http://www.encyclopedia.com/articles/05796.html

EDITOR'S NOTE:
Jesse Helms
U.S. Senate
North Carolina

conservative
Ronald Reagan
affirmative action
communism
United Nations

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CNN NEWSROOM Guide

August 23, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 02:40...03:45
As Sen. Jesse Helms announces his retirement, liberals look for a new political target.

Top Story ... 03:15...07:00
Elizabeth Dole may run for Sen. Helms' seat.

DAILY DESK ... 00:45...07:45

Science Desk ... 02:20...10:05
Improvements in digital cameras offer advantages to consumers.

Science Desk Extra: Dino-bots ... 02:00...12:05
Technology ushers in a new era of the dinosaur.

WORLDVIEW ... 00:55...13:00

Top of the World ... 01:30...14:30
The IMF comes to the aid of Argentina's ailing economy.

Inside Asia ... 03:05...17:35
Despite a recession, Japanese consumers are still buying high-priced goods.

Inside Asia ... 03:40...21:15
Thai cars are in demand in Japan.

Japan Rice Plant ... 03:15...24:30
Farmers invite locals to experience traditional rice planting.

NEWS CHRONICLE ... 00:30...25:00

Harley Culture ... 02:10...27:10

- To those who one one, a Harley is more than a motorcycle.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Helms Retires

1. What state does Jesse Helms represent in the U.S. Senate? What announcement did Senator Helms make last night? How would you characterize Senator Helms' political views? How have political liberals used those views to their advantage?

2. In the video, we hear that, "to raise money in politics, you need a devil." What does this mean? Why did many liberals see Jesse Helms as "the Great Satan"? For whom was Helms a good political fundraiser? Why? Who are the political "devils" for the conservative right? According to the video, who are possible new "devils" for the left? Do you think any of these individuals will be able to galvanize the liberal opposition? Why or why not?

3. Throughout their study of government and politics, students are likely to hear the terms "conservative" and "liberal," as well as "right" and "left." Have students work in groups to consult their texts and other resources, and create definitions of these terms. Have each group then research the positions of conservatives and liberals on general issues such as taxation, affirmative action, and military spending. Have groups construct charts that compare the political ideologies of conservatives and liberals by explaining their different positions on these issues.

   EXTENSION: If Time Magazine calls Jesse Helms "the face of hard-core conservatism," who would your students nominate as "the face of hard-core liberalism," and why? Discuss.

LINKS:
http://helms.senate.gov/
http://www.cnn.com/2001/ALLPOLITICS/08/22/jhelms/index.html
http://www.time.com/time/nation/article/0,8599,172069,00.html
http://www.thisnation.com/glossary.html

Top Story: Dole for Senate?

1. Who is Elizabeth Dole? What political experience does she have? What advantages might she have as a senatorial candidate in North Carolina? What challenges might she face? Who could run in a primary against her?

2. How did Ms. Dole fare in her run for president? Why do some fear that she may not be "conservative enough" for her home state? Who are the "Jessecrats"? What do you think Elizabeth Dole would have to do to win their support?

3. Point out to students that Elizabeth Dole's husband, Robert Dole, represented the state of Kansas in the U.S. Senate and was also a candidate for president. Ms. Dole has been a cabinet officer, presidential candidate, and director of the American Red Cross, but she has never served in the Senate. What do students think the former Senator Dole could share with his wife, candidate Dole, about his experience in the Senate? Have students work in groups to learn more about the constitutional duties and responsibilities charged to the Senate, as well as some of the issues senators address. Share group findings. Discuss those aspects of Elizabeth Dole's personal and career experience that might make her a good senator, as well as any aspects that might present challenges to her campaign.

LINKS:
http://www.cnn.com/2001/ALLPOLITICS/06/17/edole.senate/index.html
http://www.2000gop.com/dole/
http://encarta.msn.com/find/Concise.asp?ti=05107000
http://www.senate.gov/learning/index.cfm

EDITOR'S NOTE:
Jesse Helms
North Carolina
liberals
conservatives
fundraiser
Elizabeth Dole
"Jessecrats"
celebrity status

DAILY DESK

Science Desk: Digital Cameras

1. What are digital images? According to the video, approximately how much is a mid-range digital camera? Why do you think the cost of digital cameras has decreased? What do you think is the difference between a camera with 2.1 megapixels and one with 3.3 megapixels? Why do you think printing an 8 x 10 image taken with a camera with 3.3 megapixels would not lose any clarity?

2. What type of batteries do digital cameras use? What do you think are some pros and cons of using rechargeable batteries? How do you "develop" pictures from a digital camera? What are two ways shown in the video to get the pictures from a digital camera into a computer? How can a computer improve pictures? How do you think this will affect film processing stores?

3. Pair students. Assign each pair one of the following characteristics of a digital camera. Direct each pair to explain how each component works and elements of the technology that make each component possible: megapixels, charge coupled device (CCD), complementary metal oxide semi-conductors, analog to digital converters, or aperture and shutter speeds. Have each student create a labeled diagram of a digital camera illustrating all of the components discussed in class. Invite students to share their diagrams. Then ask: How would you explain each component's function to an average consumer?

EXTENSION: Invite a photographer who uses digital cameras to your class to explain how digital cameras have impacted the quality of his/her work.

LINKS:
http://www.howstuffworks.com/digital-camera1.htm
http://www.howstuffworks.com/framed.htm?parent=digital-camera.htm&url=http://www.kodak.com/US/c
http://www.smartcomputing.com/editorial/article.asp?article=articles%2Farchive%2Fg0904%2F02g04%2F

Science Desk Extra: Dino-bots

1. What is "the Jurassic Park of Japan"? What does the Kokoro Company use as references to create its dinosaurs? How does the company employ technology to make the dinosaurs more lifelike? How long did it take the Kokoro team to make the T-Rex prototype? In what field does this company claim to be a world leader?

2. Ask students to share descriptions of movies, television programs, video games or exhibits they have seen that use computer technology to enhance their special effects. If possible, have students work in groups to learn more about each particular kind of effect and how computers made it possible. Share group findings and, in class discussion, ask students to speculate as to the next function of computer technology in entertainment.

LINKS:
http://www.projectexploration.org/dinosaurs.htm
http://beam.to/animatronics
http://www.cinefex.com/

EDITOR'S NOTE:
digital camera
resolution
megapixels
storage media
smart media reader
compact flash reader
robot
animatronics

WORLDVIEW

Top of the World: Argentina IMF

1. What organization has come to the aid of Argentina? How will the IMF loan "bring confidence" to the country? What is a recession? What is Argentina's current unemployment rate? Why do you think the IMF chose to help Argentina out of this crisis?

2. Teachers: For more questions and activities on Argentina's economy, please refer to yesterday's program and Daily Guide: http://turnerlearning.com/newsroom/archive/0801/NR082201g.html.

LINKS:

http://www.imf.org/
http://www.imf.org/external/np/sec/nb/2001/nb0181.htm
http://www.emulateme.com/links/argentina.htm

Inside Asia: Japan Brand Mania

1. What term is used in the video to categorize the Japanese economy? What is a recession? How is Japan's recession affecting its market for brand name goods? Why, according to the president of Hermes Japan, is this consumer behavior something to be expected?

2. Where are analysts saying that Japanese consumers are spending their money? What kinds of stores are doing well in Japan? Who are "Japan's most aggressive consumers"? How are they paying for their high-end purchases? How many luxury brands now dominate the Japanese market? Why do you think these goods are especially attractive to some consumers during a recession?

3. Challenge students to assess their community's economic health by consulting local data, including such information as unemployment rates and housing starts. Share information in class discussion. Then, ask students to think about the kinds of retail businesses in their community that are faring well under these particular economic circumstances. Ask students to compare and contrast what they see in their community with what is happening in Japan. Are there any general conclusions that can be drawn about consumer behavior in tough economic times?

LINKS:
http://www.gate39.com/
http://dailynews.yahoo.com/h/nm/20010815/bs/economy_japan_boj_report_dc.html
http://www.japantimes.co.jp/cgi-bin/getarticle.pl5?nb20010815a8.htm

Inside Asia: Thai Cars to Japan

1. Which automaker's Thailand plant is manufacturing cars headed for Japan? Why is this significant for Thai's auto industry? What kind of vehicle is being shipped to Japan? Where was it designed? Where else is this car sold? Under what name is it best known? Under what name and maker will it be sold in Japan?

2. In the case of the "Traviq," what does "made in Thailand" mean? Where does Thailand fall among Asian automakers? Which countries are first and second? How might winning acceptance in the Japanese market impact Thailand's reputation as an automaking nation?

3. Challenge students to learn more about Thailand's economy. Direct groups of students to the Internet and other resources to research and create economic profiles of Thailand, including information about its GNP, currency, imports and exports. Have each group present its findings. Discuss the ripple effects of a strong auto industry on other business interests and the Thai economy overall.

LINKS:
http://www.thaiauto.or.th/
http://www.thaitrade.com/auto.htm
http://www.odci.gov/cia/publications/factbook/geos/th.html

Japan Rice Plant

1. What two cities are both located on Lake Biwa? For what is this district famous? What is meant by the term "traditional rice planting"? How are layered fields created? Why do you think layered fields are used? How do you think geographical elements influence the success of rice farming?

2. Who is Udel Siwad? Why did he get townspeople to experience rice planting? Why do the participants plant rice organically? How were the participants rewarded after their work? How much rice does Siwad expect to be harvested? How would using chemical fertilizer affect the amount of rice harvested? Do you support or oppose farmers using weed killers or chemical fertilizers? Explain.

3. Inform students that, in Japan, people do not think in terms of breakfast, lunch, and dinner, but rather morning rice (asa gohan), afternoon rice (hiru gohan), and evening rice (ban gohan). Direct students to explore how all aspects of the rice plant are utilized. This includes the straw, grain, brain, hulls and ash from the hulls. Have students share their findings and discuss how this illustrates the importance of the rice crop to the Japanese culture.

4. Divide students into small groups. Have each group conduct further research, using the Web sites below and print resources, on the following conditions that influence rice crop yields: amount of rainfall, pests, diseases and weeds, global climate change and biotechnology. After groups have shared their information, generate a class discussion about which conditions participants in the rice planting were able to experience, and why. Ask: Do you think the rice-planting experience will bridge the gap between farmers and consumers as Siwad hopes? Discuss.

LINKS:
http://bondo.wsc.mass.edu/norris/clssroom/56male/japan/tour/rice.htm
http://www.encyclopedia.com/articles/10965CultivationandHarvesting.html
http://www.riceweb.org/glossary/Terms.htm
http://www.asiarice.org/sections/learnrice/ricefacts.html

EDITOR'S NOTE:
Argentina
International Monetary Fund
recession
debt
Tokyo
disposable income
Thailand
traditional rice planting

NEWS CHRONICLE

Harley Culture

1. What is the principle product manufactured by Harley-Davidson? Besides motorcycles, what other products have the Harley-Davidson name on them? Why do Harleys have such a loyal following?

2. When was Harley-Davidson founded? What distinction does it hold among U.S. companies? What happened to the company in the 1960s and 70s? When was the company revived, and who turned it around? How has the "typical" Harley customer changed as well? What is the company now doing to attract younger riders?

3. In the video, we hear the Harley referred to as "a piece of Americana." Challenge students to come up with other products or businesses they see as "a piece of Americana." Then, have each student research and present the story of one of these products or businesses. After all the presentations are complete, ask the class what generalizations can be made about the U.S., based on those products it considers a part of its national culture.

LINKS:
http://www.harley-davidson.com/hd_main/hd_select_country.jsp

EDITOR'S NOTE:
Harley-Davidson
Americana
mystique
motorcycle

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CNN NEWSROOM Guide

August 24, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 00:45...01:30

Top Story ... 02:15...03:45
France and Germany face rising unemployment.

Top Story ... 04:00...07:45
German businessowners look for relief in a tough economy.

DAILY DESK ... 01:05...08:50

Editor's Desk ... 02:20...11:10
A multitude of Web sites can make decorating easier and less costly.

Look Ahead ... 01:10...12:20
Coming this Fall on CNN NEWSROOM:
"Hispanic Power: Beyond the Numbers"
"Incas"
"U.N. Special Session on Children"
"The Other Side of Africa"
"Gullah"
"Going to Great Depths"
"Bugs!"

WORLDVIEW ... 00:25...12:45

Culture Watch ... 05:00...17:45
What makes a good female role model?

Artistry in Action ... 02:20...20:05
The work of pop artist Andy Warhol is the subject of an exhibit in an unlikely place.

Business Brief: "Cranium" Craze ... 02:20...22:25
A popular game goes from the living room to the board room.

NEWS CHRONICLE ... 00:30...22:55

Student Bureau ... 02:15...25:10
College seniors offer valuable advice to incoming freshmen.

College Budgeting ... 02:00...27:10
The independence of college presents financial challenges to young adults.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: European Economy

1. What is happening to economic growth in both France and Germany? Where does the unemployment rate stand for each country? Why could unemployment continue to rise, even if these economies improve?

2. What good news do economists have about the situations in France and Germany? In the video, we hear that, "The trouble is that all those recent layoffs could turn spenders into savers." What does this mean? How do you think that spending (versus saving) would benefit the current economies of France and Germany? Why are the governments limited in what they can do to stimulate their respective economies?

3. To what extent does the state of the economy affect re-election prospects for incumbents? Have students work in groups to research national elections where the health of a country's economy (good or bad) was a major issue. Have each group share its findings. Now, add the element of the global economy to the political mix. In the video, we hear that, "Economic and perhaps electoral success in Europe could, in fact, depend on developments across the Atlantic." Generate a class discussion about the economic developments in the U.S. that could impact the politics and economies of European nations.

   EXTENSION: Given the close relationship between the state of the economy and the prospects for incumbent re-election, what would students advise the ruling parties in France and Germany to do if they want to remain in power? Discuss.

LINKS:
http://www.cnn.com/2001/BUSINESS/08/23/markets.europe/index.html
http://www.time.com/time/reports/visions/
http://www.eubusiness.com/

Top Story: Germany Recession

1. What kind of business does Karoline Beck own? How does she rate Germany's business climate today, compared to that of ten years ago? What costs are threatening the future of Beck's business?

2. Who is the current chancellor of Germany? What does he want to do to help these family businesses? How do taxes on Germany's family companies compare to the taxes imposed on its public corporations? What kind of business does Eric Schweitzer own? What does he want the government to do to improve the business climate for his business and others? Why are economists reluctant to blame Chancellor Gerhard Schroeder's government for the economic problems Germany is experiencing? Why do you think Karoline Beck is not optimistic about government help?

3. Point out to students that, as we hear in this video, one of the factors inhibiting the growth of business in Germany is high taxes. What kinds of taxes do businesses in your area pay? What percentage of their operating costs do these taxes represent? Have students interview businessowners to learn more about the types of taxes they pay, including payroll taxes, real estate taxes, sales taxes, taxes on inventory and any licenses and fees they pay to the government. Ask students to share their information in class discussion. Invite a local elected official to explain what is being done to encourage business growth in your community. Are tax incentives, such as empowerment zones, being offered? Discuss the conditions that are conducive to business development and expansion in free market economies.

LINKS:

http://www.cnn.com/2001/BUSINESS/08/23/germany/
http://www.worldwide-taxation.com/
http://news.bbc.co.uk/hi/english/business/the_economy/newsid_299000/299624.stm
http://www.ncpa.org/pd/pdint5.html
http://www.heritage.org/library/lecture/hl624.html

EDITOR'S NOTE:

Gerhard Schroeder
Germany
France
labor market
business confidence
taxes
deregulation
unemployment

DAILY DESK

Editor's Desk: Digital Decorating

1. How is decorating online easier than hands-on decorating? According to the segment, what are some of the options you can try online when considering decorating a kitchen or a bathroom? Besides decorating ideas, what other information about decorating can you get online? How can using decorating Web sites save consumers money?

2. How can decorating become a form of self-expression? How do you have your room decorated? What do you have hanging on your walls? What is the most interesting item in your room? How does the room's decor reflect your personality? What aspects of your room do you like the most? What aspects

of your room would you change?

3. Your class can design a "makeover" for a room or area of your school, such as the teacher's lounge, using items that are created by the students or donated. Next, as a class, discuss the five basic elements of design: space, form, line, color, and texture. Divide the class into five groups and assign each group one of the five design elements. Instruct each group to consult the Internet and magazines for design ideas related to its element. Then, have groups share their ideas and collaborate to develop a design plan for the space. Students should present their design idea with an implementation plan to your school's staff at a faculty meeting. If possible, implement the plan.

LINKS:
http://www.asid.org/
http://interiordec.about.com/mbody.htm

EDITOR'S NOTE:
digital decorating
virtual
foyer
fixtures
accent lighting

WORLDVIEW

Culture Watch: Women Role Models

1. What is a role model? Why is it important for young people to have role models? Do you think female role models are important for boys as well as girls? Why or why not?

2. What noted women were mentioned in the video? How do the attributes of these women differ? What qualities do you look for in a role model? How does a person achieve role model status? Which females, including the women mentioned in the video, do you consider to be role models? Why?

3. Why do you think many Women's Studies programs focus on the accomplishments of ordinary women? Help students create family trees that go back two or three generations. Then, challenge students to interview family members to learn more about the accomplishments of the women in their families. Pose the following questions to guide students' research:
    1. When was the woman born?
    2. What was the role of women in society during that time?
    3. Was she married?
    4. Did she work outside of the home?
    5. Did she have children? If so, under what circumstances did she raise her children? Did she have economic and emotional support?
    6. What challenges did she encounter as a result of her societal and familial roles?

    Have students write summaries of their findings and present the highlights of their research to the class.

4. Direct students to the last link below to learn more about the field of Women's Studies. Have each

student select a postsecondary Women's Studies program and research its history and scope. After students compare and contrast their findings, ask: On what different aspects of women's development and life experience do these programs focus? (You may want to have students look at education, psychological development, and women's role in the workforce.) How have these programs contributed to the evolution of American women and American society? What are the pros and cons of these changes for women, men, and society in general?

EXTENSION: Point out to students that, according to the National Women's History Project, which founded Women's History Month, "As recently as the 1970s, women's history was virtually an unknown topic in the K-12 curriculum or in general public consciousness." Why do you think this was so? Can you find evidence of women's history in your school's curriculum? Discuss.

LINKS:
http://www.washingtonpost.com/wp-srv/national/longterm/gender/gender22a.htm
http://www.nscc.cc.oh.us/genstud/cybercon/slec5/
http://www.nwhp.org/whm/themes/themes.html
http://users.rcn.com/kater.interport/

Artistry in Action: Russia Andy Warhol Exhibit

1. Who was Andy Warhol? What kind of art did he create? Who is sponsoring "Andy Warhol: His Art and Life"? What did some of the Russians who viewed this exhibit think of it?

2. What do you think one Russian means when she says that Warhol's work "is very American art"? What role did advertising play in Warhol's work? Why do you think this would not have been a factor had Warhol lived in the former Soviet Union? In what other countries will this exhibit appear? Where did it appear in Moscow? Why is this somewhat ironic?

3. Andy Warhol capitalized on popular culture as the primary influence for his art. Have students work in groups to observe samples of Warhol's creations and offer their opinions. Then, challenge each student to invoke the popular culture of his/her generation to create art. Allow students to work in any medium to create pop art. Display student creations in your classroom.

LINKS:
http://www.diacenter.org/permcoll/warhol/warhol.html
http://www.bgsu.edu/colleges/library/pcl/pcl.html
http://www.museum.ru/gmii/
http://www.popculturestore.com/index.htm

Business Brief: "Cranium" Craze

1. What is "Cranium"? What is the version of this game that is being designed for corporations? Why would corporations want to use this game?

2. Describe the activities players engage in in "Cranium Icebreaker." How is the corporate version of this game similar to the original? How is it different? Who are the "brains" behind "Cranium"? What kind of process do they use to create their games? Has their process yielded positive results? Explain.

3. How do games promote skills that might be useful in business and society? Ask students to identify games with which they are familiar and discuss what general skills their players must employ to

participate. Then, divide the class into small groups. Challenge each group to take the basic idea behind any board game and translate it into one that could teach business, social, or other real-world skills. Have each group present the rules and objects of its revised game to the class.

LINKS:
http://www.playcranium.com/
http://thehouseofcards.com/party/cranium.html

EDITOR'S NOTE:
women's studies
female role model
Moscow
Andy Warhol
pop art
popular culture
"Cranium"
corporate

NEWS CHRONICLE

Student Bureau: College Tips

1. What are some of the tips you heard in this video for college freshmen? What is "moderation"? Why do credit cards cause financial problems for many college students? What should a student do when he/she doesn't get along with his/her roommate? From whom can students get academic or other advice if they need it?

2. One reason why some college freshmen have difficulty in their new learning environment is their lack of good study skills. Educators often try to help students establish these study skills, but sometimes, it helps if students hear from other students who have mastered these skills. Locate a group of older students who have excelled academically, and ask each one to list the most valuable study tip he/she can offer others. Compile the study tips into a reference sheet and make copies for your students. For the first few weeks of school, begin each class by highlighting one of the tips and discussing ways students can maximize their academic potential.

LINKS:
http://www.thesemester.com/first_day.html
http://www.academictips.org/
http://www.jobweb.com/Resources/Library/Parents/10_Tips_for_Parents_19_01.htm

College Budgeting

1. According to experts, what can parents do to prepare their children for the financial challenges they'll face in college? What mistakes do parents make when considering what their college-bound children know about money?

2. What is a budget? What are some of the "needs" and "wants" that might appear on a college student's budget? Why is it vital to stick to a budget once you've created it? What kinds of financial records should students keep? Why is it important that they keep documentation such as ATM slips and

charge receipts?

3. Challenge your students to pretend they are college students and create budgets for themselves.
    1. Have each student choose a college and research its tuition, its room and board costs, approximate costs for books and fees, and approximate spending money for incidentals each semester.
    2. Encourage students to consider the total financial picture in this scenario. For example, will they be traveling a long distance to college and want to come home often, or for holidays? If so, travel expenses need to be factored in. Long distance telephone calls might be another expense.
    3. Direct each student to prepare a budget for one semester (or quarter) based on this information.
    4. Have each student present his/her budget.

    Point out that, in most cases, families make financial sacrifices so that their children can attend college. How can financial responsibility on the part of students help offset some of the families' financial burden? Discuss.

4. Teachers: For additional CNNfyi.com and CNNfn.com resources on this topic, please go to: http://fyi.cnn.com/2001/fyi/news/08/21/tax.credit/index.html and

    http://cnnfn.cnn.com/markets/personalfinance/frames/paying4college.html.

LINKS:
http://www.savvystudent.com/index.html
http://cnnfn.cnn.com/1999/06/16/personalfinance/q_collegefinance/

EDITOR'S NOTE:
college tips
advice
freshmen
moderation
credit cards
budget
financial responsibility
expenses

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August 27, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

TODAY'S NEWS ... 00:25...00:55

Top Story ... 04:30...05:25
-East Timor prepares for its first democratic elections.
-Xanana Gusmao announces his bid for the presidency.

DAILY DESK ... 00:20...05:45

Environment Desk ... 02:30...08:15
The U.S. EPA endorses a proposal to dredge PCBs from the Hudson River.

Environment Desk Extra: Municipal Power ... 03:40...11:55
Some Americans draw their electricity from municipal power plants.

Web Site Information ... 00:45...12:40
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:25...13:05

Wild Kingdom ... 04:00...17:05
Keiko the killer whale prepares for his return to the wild.

Inside Asia ... 03:35...20:40
China's government begins work on a controversial railroad that will end in Lhasa, Tibet.

Culture Watch ... 03:35...24:15
Gospel singer Kirk Franklin visits Nigeria.

NEWS CHRONICLE ... 00:25...24:40

Aaliyah Obit ... 02:50...27:30
R&B singer and actress Aaliyah dies in a plane crash.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: East Timor Elections

1. Locate East Timor on a world map. What is the political status of East Timor? What is the role of the United Nations in this nation? What election is taking place in East Timor on August 30, 2001? Why is this election historically significant? Who is Xanana Gusmao? Why is he considered a symbol of independence? Why do you think so many people in East Timor support his candidacy?

2. Use this opportunity to have your students learn more about East Timor. Have them work in groups to research East Timor's government, culture, history, and economy. Share group findings in class.

   Focus on the evolution of East Timor's government since the Portuguese relinquished control of East Timor in 1975. Help students create a timeline that depicts the key people and events related to the nation's quest for independence. After students complete the timeline, ask:
   - Do you think Thursday's elections in East Timor will be peaceful?
   - What is a constitution?
   - Why do you think East Timor has set out to create a constitution?
   - What challenges do you think lie ahead for those who will be writing East Timor's constitution?

   After the discussion, instruct each student to write an essay on the elements that he/she thinks should be included in East Timor's constitution.

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/southeast/08/25/easttimor.gusmao/index.html
http://www.cnn.com/SPECIALS/2001/etimor/
http://www.easttimor.com/

EDITOR'S NOTE:
East Timor
Xanana Gusmao
democratic election
constitution

DAILY DESK

Environment Desk: Hudson River Cleanup

1. Where is the Hudson River located? How long has commercial fishing been banned from the Hudson River? Why? What are PCBs? What decision did the EPA recently make regarding cleanup of the Hudson River? How might this decision impact General Electric?

2. Remind students that it is because of "Superfund rules" that General Electric will have to pay for most of the Hudson River dredging project. Refer students to the fifth link below to learn about the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), commonly known as Superfund, which was enacted by Congress on December 11, 1980. Then, direct students to the sixth Web site below to access the Superfund National Priorities List Sites in the U.S. Group students and have each group prepare a presentation about the background and the status of a Superfund site in their state or another part of the U.S. After groups present their findings, discuss the pros and cons of Superfund legislation. Why is Superfund a contentious law?

3. Inform students that in April, 2001, American Rivers placed the Hudson River on its list of America's Most Endangered Rivers. Refer students to the last Web site below to learn more about America's endangered rivers. Group students and have each group prepare a presentation about one of these rivers. Pose the following questions to guide students' research:
   1. Where is the river located?
   2. How long is the river?
   3. How do people and animals benefit from the river?
   4. Why is the river in jeopardy?
   5. If the river were to become contaminated or dammed, how would this affect the river's ecosystem and the local community?
   6. What is being done, or could be done, to protect and repair the river?

   Have students share their findings and discuss.

LINKS:
http://www.amrivers.org/pressrelease/hudson8.01.01.htm
http://cnn.com/2001/US/08/01/ge.dredging/index.html
http://www.ge.com/
http://www.epa.gov/
http://www.epa.gov/superfund/action/law/cercla.htm
http://www.epa.gov/superfund/sites/npl/npl.htm
http://www.amrivers.org/mostendangered2001/default.htm

Environment Desk Extra: Municipal Power

1. What are some of the differences between municipal power plants and private power utilities? Why are some Americans drawing electricity from municipal power plants? How many nonprofit electric utilities are run by local governments in the U.S.? What percentage of America's electricity is provided by private utilities? Why is it difficult for towns to establish their own power companies?

2. Does municipal power exist in your community? Refer students to the last link below to learn about the percentage of residential public power customers in your state, and the differences between your state's public and private power utility rates. Then, challenge each student to apply the public and private "cents per kilowatt-hour" rates to his/her family's utility bill to calculate how much money his/her family would save by using a public power company.

LINKS:
http://www.cnn.com/SPECIALS/2001/power.crisis/
http://www.eia.doe.gov/cneaf/electricity/page/primer.html
http://www.appanet.org/
http://www.appanet.org/general/issues/stats.htm

EDITOR'S NOTE:
Hudson River
dredge
PCBs
General Electric
Superfund
pollution
municipal power plants
utilities

WORLDVIEW

Wild Kingdom: Free Willy

1. Who is Keiko? Why is he famous? Where is Keiko currently living? What is the goal of the Ocean Futures Foundation? How long has Keiko been living in captivity? What are trainers doing to prepare Keiko for his return to the wild?

2. Encourage students to study the effects of captivity on killer whales. Have small groups of students research the following areas relating to the care of captive killer whales: The whales' nutritional needs, optimal tank sizes, recommended activity levels, health and medical concerns, provisions for stimuli in the form of other animals, and opportunities for play and social interaction. Have students share their information in class discussion.

   Following the class discussion, challenge the groups to identify the benefits and drawbacks of whale release programs. Instruct students to consider how living in captivity impacts killer whales, and if captive whales can relearn survival behavior. Then, have students draw upon their research to debate whether or not Keiko should be returned to the wild.

LINKS:
http://www.oceanfutures.org/
http://www.aquarium.org/keiko/index.htm
http://www.columbian.com/keiko/keiko.html
http://www.whalelink.org/adopt/adopt.html

Inside Asia: China Tibet Railway

1. Where is Tibet? Where within Tibet is its capital, Lhasa, located? How would you describe Tibet geographically? Why is building a railroad through Tibet terminating at Lhasa considered an engineering feat? Why do many Tibetans consider this project a threat? What is the Chinese government's perspective on the project?

2. What action did the Chinese government take in Tibet in the 1950s? How do Tibetans describe this action now? Refer students to multimedia resources, including the links below, to learn more about the Chinese government's history in Tibet. Pose the following questions to guide students' research: Why did the Chinese government invade Tibet in 1950? How might the Chinese government justify this action? How do Tibetans characterize the invasion? What were the effects of the invasion on Tibet politically, economically, and socially? After students share their findings, ask: Do you think the Tibetans' concerns about the railroad project are justified? Why or why not?

3. Inform students that Tibet is well known for its traditional devotion to Buddhism. Have the students break into four groups and refer to their texts and other resources to learn more about the following aspects of Tibetan Buddhism:
    1. The historical introduction and development of Buddhism within Tibet;
    2. A summary of Buddhist beliefs and traditions as they are practiced in Tibet;
    3. The Communist reaction to Buddhism starting in 1950 and the effect of the government's policies on the practice of Buddhism in Tibet;
    4. The role of Buddhism in modern-day Tibetan society.

   After each group presents a summary of its findings to the class, lead the class in a discussion about Buddhism's unique role in Tibet. How has this role evolved since the intervention of Communist China in 1950? Ask the class to revisit China's decision to extend its railroad to Lhasa. What is the likely effect on Tibet's Buddhist tradition?

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/east/07/19/china.tibet/index.html
http://www.cnn.com/2001/WORLD/asiapcf/east/05/15/china.tibet.india/index.html
http://www.tibetinfo.net/
http://www.lonelyplanet.com/destinations/north_east_asia/tibet/history.htm

Culture Watch: Nigeria Gospel

1. What is gospel music? Who is Kirk Franklin? Why did he visit Nigeria? How many people live in Nigeria? What is the religious composition of this country?

2. In the video, it is implied that many Nigerians have experienced difficulties in recent years. Direct groups of students to the first three links below, and other resources, to learn about Nigeria and the political, economic, and social issues facing the country's citizens. Have students create a timeline of their findings and consider how these issues are impacting the people of Nigeria.

3. Refer students to the links below, reference materials and their texts to learn about the culture of Nigeria. Have students create graphic organizers comparing Islam and Christianity, which are practiced by many Nigerians. After students complete their graphic organizers, have them discuss the similarities and differences between these religions and the extent to which these religions influence the culture of Nigeria.

LINKS:
http://www.geographic.org/maps/nigeria_maps.html
http://www.nigeria.com/
http://www.cnn.com/WORLD/africa/9807/20/nigeria.chrono/index.html
http://www.muslimcenter.org/

EDITOR'S NOTE:
Keiko
killer whale
release program
railroad
Lhasa, Tibet
Chinese government
Nigeria

religion

NEWS CHRONICLE

Aaliyah Obit

1. Who was Aaliyah Haughton? When and how did she die? What were some of her professional accomplishments? How have her family and fans reacted to the news of her death? For what do you think she will be best remembered?

2. Help students identify other musicians and actors that have died in their prime, such as Buddy Holly, James Dean, River Phoenix, Stevie Ray Vaughan, and Marilyn Monroe. Have students research the professional accomplishments of these performers, and the circumstances and impact of their deaths. After students present their findings, ask: How did their untimely deaths impact their notoriety? Why do you think the death of a celebrity often evokes strong public reaction?

LINKS:
http://www.cnn.com/2001/SHOWBIZ/Music/08/26/death.aaliyah/index.html
http://www.buddyhollycenter.org/htm/bhc.htm
http://www.jamesdean.com/

EDITOR'S NOTE:
Aaliyah Haughton
R&B singer
plane crash
celebrity
mourn

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CNN NEWSROOM Guide

August 28, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:35...01:10

Top Story ... 05:10...06:20
-The NIH releases a list of labs that own the existing lines of embryonic stem cells.
-What are embryonic stem cells?

In the Headlines ... 00:45...07:05
-Millions of 30-year olds are urged to get tested for diabetes.
-An old-age gene may hold the secret for longevity.

DAILY DESK ... 00:30...07:35

Health Desk ... 03:00...10:35
Are too many Americans taking Prozac?

WORLDVIEW ... 00:35...11:10

Political Front ... 03:05...14:15
A 54-year dispute between India and Pakistan is rooted in religion.

Culture Watch ... 03:20...17:35
Pakistanis and Indians share many cultural similarities.

Taking Care of Business ... 03:00...20:35
A Pakistani community welcomes the reopening of a horse racetrack.

Web Site Information ... 00:45...21:20
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:35...21:55

Life Skills: College Bound ... 05:10...27:05
-Two young women prepare for their first semester at Duke University.
-A pair of college students find a unique way to pay for their education.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Stem Cell Distribution

1. What are stem cells? What decision did President George W. Bush recently make regarding stem cell research? What information did the National Institutes of Health release yesterday regarding stem cell lines? How many labs worldwide make human embryonic stem cells? How many human embryonic stem cell lines exist? What issues complicate stem cell research?

2. Who owns the rights to stem cell lines? To understand this issue surrounding stem cell research, students need to understand what a patent is and why it is issued. Have students consult the Internet and other resources to learn more about patents. After students share their findings, ask: Why do you think these stem cell lines are protected by patents? What will have to be done in order for outside scientists to have access to the stem cell lines protected by patents? Discuss how the legal means of protecting this scientific discovery could work against scientific advancement. Do you think scientists should be concerned about the availability of stem cell lines for research? Why or why not?

3. Why are embryos essential to stem cell research? What illnesses might be cured by the use of stem cells? What are the different sources of stem cells? Why do you think stem cell research on human embryos is controversial? How do you feel about using human embryos for stem cell research?

4. Many issues involving technology and modern medicine have ethical considerations. As a class, brainstorm a list of these issues that have recently generated controversy. Your list might include stem cell research, cloning, and sequencing the human genome. After the list is complete, divide the class into small groups. Have each group choose one of these issues and conduct research to learn more about different perspectives in support of or against the issue, as well as its ethical considerations. Direct each group to present an analysis of its issue, including its moral implications.

5. TEACHERS: Check out these related CNNfyi.com lesson plans:
   http://www.cnn.com/2001/fyi/lesson.plans/
   08/10/stem.cell.politics/

   http://fyi.cnn.com/2001/fyi/lesson.plans/
   07/12/stem.cell/index.html.

LINKS:
http://www.cnn.com/2001/HEALTH/08/27/stem.cell.registry/index.html
http://www.cnn.com/SPECIALS/2001/stemcell/
http://www.iht.com/articles/29765.htm
http://www.nih.gov/news/stemcell/primer.htm

http://www.stemcellresearchnews.com/
http://www.uspto.gov/
http://www.cnn.com/2001/HEALTH/06/25/ethics.matters/

EDITOR'S NOTE:
stem cell lines
embryonic
National Institutes of Health
ethics
modern medicine

DAILY DESK

Health Desk: Prozac in America

1. What is Prozac? For what conditions is Prozac prescribed? How many Americans have taken Prozac? Why are some people concerned about the use of Prozac in the U.S.?
2. Why do you think Prozac is so widely prescribed? What are the social implications of this phenomenon? Identify ways that Prozac has influenced popular American culture, including the use of antidepressants, since it was introduced in 1978.
3. Point out to your class that Prozac was the first Selective Serotonin Reuptake Inhibitor (SSRI), a class of drugs with fewer side effects than previous antidepressants. SSRIs are also used to treat obsessive-compulsive disorder and anxiety disorders. Inform students that, according to the National Institute of Mental Health and other health organizations, studies show that:
    - about 15 percent of the U.S. population below age 18, or over 9 million children, suffer from a psychiatric disorder
    - approximately 1 in 20 children and adolescents suffers from major depression
    - over 500,000 prescriptions for SSRIs are written for children and adolescents each year.

Divide your class into three groups to prepare a presentation about the causes, symptoms, and treatments for either depressive disorders, obsessive-compulsive disorder or anxiety disorders in children and teens. The Web sites below provide information that students can use to prepare their reports. Next, invite a school counselor or social worker to your class to participate in a discussion about how these mental illnesses can affect a person's interpersonal relationships and his/her ability to carry out daily activities.

LINKS:
http://www.cnn.com/2001/HEALTH/08/02/blakey.debrief.otsc/index.html
http://www2.depressionclinic.com/pharmacy/antidepressant/ssri/prozac.htm
http://www.pslgroup.com/dg/1f384e.htm
http://www.sciencedaily.com/releases/1999/05/990503041727.htm
http://www.nimh.nih.gov/publicat/depchildresfact.cfm
http://www.duke.edu/~vunico/peaad/depk.html
http://www.aacap.org/web/aacap/

EDITOR'S NOTE:
Prozac
SSRI
antidepressants
mental health

WORLDVIEW

Political Front: Kashmir Conflict

1. Why was Pakistan separated from India in 1947? Where is Kashmir? What was the role of Maharaja Hari Singh? How did Pakistanis view his actions? What happened in 1990 to exacerbate the conflict between these two nations? What happened by 1999 that would have made the consequences of a Pakistani-Indian war even more calamitous?

2. Introduce students to the concept of "self-determination," which can be defined as the aspiration of a population to determine its statehood based on ethnicity, language, common territory, or religion. What are the appealing qualities of this concept? What are the potential problems? How is self-determination a factor in the Kashmir conflict? To what extent do you think the Pakistani aspiration of governing itself is valid? On what basis do you think the Indian perspective is valid? What are the factors that make compromise between these two nations so difficult?

3. Other populations throughout the world have sought or are seeking self-determination. Have students break into four groups and refer to their texts and other resources to learn about how self-determination has played a role in the following areas:
   1. The nations of the former Yugoslavia
   2. The Russian province of Chechnya
   3. . The country of Scotland within Great Britain
   4. The Canadian province of Quebec.

   Have each group summarize the nature of the conflict and the role of self-determination. Then guide the students through a discussion comparing these conflicts to the Pakistani-Indian dispute and to each other. What common factors do they share? How do they differ? Specifically, how has the resolution of each conflict differed? How can the lessons of a successfully resolved conflict be applied to Kashmir? What are the potential consequences of failure?

4. TEACHERS: For more information and activities on the relationship between Pakistan and India, check out the following CNNfyi.com Web site: http://www.cnn.com/2001/fyi/lesson.plans/05/03/india.pakistan/index.html.

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/south/07/17/agra.summit.0910/index.html
http://www.hrw.org/campaigns/kashmir/1994/
http://www.pak.gov.pk/public/kashmir/kashmir.htm
http://www.armyinkashmir.org/

Culture Watch: India Cultural Ties

1. How does the music of India resemble that of Pakistan? For what pastimes do the two nations share a fondness? Given that the nations have a conflict rooted in religious differences, what is it about each nation's sense of spirituality that resembles the other? In addition to a common language, what's similar about the communication styles of India and Pakistan?

2. Refer students to their texts and the links below to learn more about the history of India-Pakistan relations and why these nations are so bitterly divided. Then, as a class, discuss the following questions: How might factors such as common language and culture be expected to mitigate serious conflict? Why, in this instance, have they failed to generate mutual sympathy? Why is the position of each nation's government so entrenched that even the advantages of common culture are not enough to resolve the crisis?

3. History is replete with examples of hostility between parties with similar cultures and roots but divergent interests. Have students break into three groups and refer to their texts and other resources to research the cultural commonalties and sources of conflict among each of the following rivals:
    - North and South Korea
    - The North and South during the American Civil War
    - Protestant England and Catholic Ireland.

   In these instances, did factors such as similar culture, language, and pastimes contribute to avoiding conflict? If so, how? If not, how did they change the nature of the conflict itself? How might they have contributed to expediting reconciliation when the conflict was over? What role might cultural commonalities might play in the Pakistani-Indian conflict, given these historical examples?

LINKS:
http://www.cnn.com/WORLD/9708/India97/
http://www.indiapakistan.com/
http://www.middleeastwire.com/world/stories/20010705_11_meno.shtml

Taking Care of Business: Pakistan Horses

1. Where is Karachi located? What is the Karachi Race Club? Why was it closed? What happened to the horses when the club was closed? How did some of them benefit from the club's reopening? Who else benefited from the club's reopening, and how?

2. The closure of the Karachi Race Club resulted in international press coverage after the fate of the hundreds of well-bred horses was discovered. Do you think that the potential cruelty to these animals was factored into the initial decision to close the track? Have your class use their textbooks, the Internet, and other available resources to investigate issues related to animal rights. Pose the following questions to guide students' research: To what extent is the protection of animal rights a problem in your community and throughout the U.S.? How much publicity do issues related to animal rights receive in the general media? How do industrial interests often conflict with animal rights? What checks are in place to encourage some degree of consideration for animals? After students share their findings, have them prepare an animal rights awareness day for your school community.

3. Karachi, a port city in southern Pakistan, is one of the twenty most populous cities in the world (slightly larger than Chicago). Break your students into four groups to research Karachi, the environment in which the decision to reopen the racetrack was made, and the effect the racetrack has on the city. Have each group report about one of the following as they relate to Karachi:
    1. Government and politics

2. Economy and industry
3. Religion
4. Crime and terrorism

Which of the difficult issues faced by Karachi are endemic to large cities in general? Which are more specific to Karachi and Pakistan? How large a role does the racetrack appear to play in the lives of Karachi's residents? How large an economic role does the racetrack play?

LINKS:
http://www.karachi.com/
http://www.dawn.com/2001/08/23/local1.htm
http://www.bartleby.com/65/ka/Karachi.html
http://www.usatoday.com/sports/horses/stories/2001-07-04-pakistan.htm
http://www.aspca.com
http://www.hsus.com

EDITOR'S NOTE:
Pakistan
India
Kashmir
self-determination
horse racetrack
Karachi
animal rights

NEWS CHRONICLE

Life Skills: College Bound

1. Who are Liana and Kate? In what school are they enrolled? What possessions did they take from home? What issues do kids and parents often face as kids begin their first year of college? In your opinion, what can parents and kids do to help each other during this period of transition?

2. Incoming freshmen often have a high level of anxiety about their new surroundings, their classes, and being on their own. As a class, make a list of issues that incoming freshmen often face as they embark on their first year of college. Then, invite a counselor from your school's guidance department to explain how colleges try to alleviate these concerns, and what students can expect as they begin college.

3. Who are Chris Barrett and Luke McCabe? Where do they go to school? How much does it cost to attend these schools? How are Chris and Luke financing their education? How is First USA hoping to benefit from this venture?

4. How many college students have four or more credit cards? Why might some people be opposed to having credit card companies sponsor college students? What is your opinion of this arrangement?

5. Group students. Challenge each group to brainstorm a list of other companies that might sponsor college students. For each company, have students identify the nature of the business partnership, and the potential economic and ethical pros and cons of the arrangement. Have groups share their ideas with the class.

6. How much do you think it costs to go to college? Refer students to online and library resources to investigate the annual costs of attending different private and public four-year post-secondary educational institutions. Why do you think college costs are so high? Do you think these fees are reasonable? Why or why not?

7. Invite a financial planning professional to address the class on different options for meeting college costs. Ask this expert to address savings plans, investment plans, and other vehicles for covering the cost of college. After the presentation, have groups of students use the information they have gathered, plus additional research, to create a resource explaining these options in layman's terms. Have the class make copies of its resource and offer it to your school's guidance department.

8. TEACHERS: For additional CNNfyi.com and CNNfn.com resources on this topic, please go to: http://fyi.cnn.com/2001/fyi/news/08/21/tax.credit/index.html and

   http://cnnfn.cnn.com/markets/personalfinance/frames/paying4college.html .

LINKS:
http://www.collegeboard.org/
http://www.finaid.org/
http://www.practicalmoneyskills.com/english/students/
http://www.cnn.com/2000/US/02/09/college.costs/
http://eric-web.tc.columbia.edu/families/preparing/chart8.html
http://eric-web.tc.columbia.edu/families/preparing/charts.html#7
http://eric-web.tc.columbia.edu/families/preparing/chart7.html

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EDITOR'S NOTE:
college
freshmen
sponsor
credit card
entrepreneurial
freedom
tuition
orientation

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August 29, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:35...01:10

Top Story ... 07:15...08:25
-How much homework is enough for kids?
-CNN Student Bureau correspondents interview U.S. Education Secretary Rod Paige.

DAILY DESK ... 00:25...08:50

Business Desk ... 04:00...12:50
U.S. consumers and businesses rely heavily on credit cards.

WORLDVIEW ... 00:30...13:20

Taking Care of Business ... 03:35...16:55
Russia adjusts its income tax level.

Culture Watch ... 03:55...20:50
American radio host Willis Conover introduced jazz to Russia.

Around the World ... 02:35...23:25
"Harry Potter" books debut in Russia.

NEWS CHRONICLE ... 00:30...23:55

Questioning Testing ... 03:10...27:05
Should the Bush administration push for standardized testing in U.S. schools?

CNN NEWSROOM CLOSE ... 00:55... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Back to School

1. Why do many people believe that homework is essential for students? Do you agree? Why or why not? Who is Dr. Harris Cooper? According to Dr. Cooper, what is an appropriate amount of time for elementary school and high school students to spend on homework? Why is it important that the amount of homework students have be manageable?

2. How much time do you spend on homework each night? Do you think this amount of homework is reasonable? Why or why not? What factors do you think should determine how much homework students get?

3. Help your students start the new school year by presenting (or reviewing) information on good study habits. Invite a guidance counselor to your class to present information on effective study and homework habits. Have your students draw upon this information and additional research to create a Web page on study and homework habits for their school's Web site. Instruct students to include reference links, such as a dictionary and grammar guides.

4. Who is Rod Paige? What issues did CNN Student Bureau correspondents Ashley Hayes and Brittany Stevenson address with Dr. Paige? What is President George W. Bush's "Leave No Child Behind" plan? According to Paige, is the U.S. government moving towards a nationally standardized curriculum? Why or why not? What are Paige's positions on standardized testing and on educating students for whom English is a second language? Do you support Paige's positions on these issues? Discuss.

5. What major challenges does Dr. Paige face in his role as Secretary of Education? Point out to students that President Bush's education reform plan calls for:
   1. "annual testing of children in math and reading from grades three through eight
   2. a significant increase in the frequency of student performance assessment
   3. an increase in federal funds for teacher training
   4. rewarding school districts and schools that improve student performance with more money, and punish those that fail to show improvement by cutting federal funds
   5. a voluntary voucher system where parents with children whose schools fail to show improvement over three years can obtain federal aid -- roughly $1,500 per year -- to pay for private school tuition, a private tutor or for transportation to an alternative public school."

   Then, divide your class into five groups and have each group research one of Mr. Bush's proposed education reform initiatives. Have students examine the pros and cons of the initiatives. Ask students: How might differing political ideologies in Congress and the pressure of interest groups impact the implementation of these initiatives? After each group presents its findings, have students discuss whether or not they support these initiatives.

6. TEACHERS: Visit the following CNNfyi.com Web site for additional information and resources related to educational issues in the U.S.: http://fyi.cnn.com/SPECIALS/2001/schools/.

LINKS:
http://www.cnn.com/HEALTH/9901/30/homework.stress/

http://cnn.com/2001/US/08/28/paige.access.cnna/index.html
http://cnn.com/2001/ALLPOLITICS/stories/01/24/paige.swearing.in/index.html
http://www.ed.gov/

EDITOR'S NOTE:
homework
stress
Harris Cooper
Secretary of Education
Rod Paige
standardized testing
ESL
education reform

DAILY DESK

Business Desk: Credit Card Nation

1. How is a walk through Boston like traveling "from one end of the U.S. economy to the other"? Economically speaking, how are these two worlds united? What does the reporter mean when he refers to "plastic"?

2. For how long has Bob Webber been in the hardware business? What percentage of Webber's business is paid by credit cards? Overall, how much do Americans owe in credit card debt? How does this compare to what was owed in 1991? Why do you think American consumers rely so heavily on credit cards? How do you think Bill Fowler's experience with credit cards compares to that of most Americans?

3. What did the reporter observe about credit card use at the high end of Harvard Street? What store seems to be the exception? Why doesn't the proprietor of the antiques store deal with credit cards? Has Jeffrey Diamond ever lost a sale as a result? Why, on the other hand, does he accept credit cards at his new location?

4. Help your students appreciate the positives and negatives associated with credit cards by having them interview older family members to learn more about their views on plastic. What do their parents and other family members like about credit cards? What concerns do they have when using them? Have students share their findings with the class. Discuss the impact of convenience on consumer spending habits, as well as the economic impact on businesses if deferred payments were not an option.

5. In the video, we learn that Americans owe $700 billion in credit card debt. Generate a class discussion about what this means. Point out that, while some deferred payment is necessary ("big ticket" items, for example, often have to be paid for over time, and some emergencies, like car problems, might require credit card payment), many Americans use credit cards instead of cash. Is this a wise idea for consumers? Invite a local banker whose bank offers credit cards and a consumer credit counselor to your class to explain how credit cards work, what interest rates they carry, and how consumers, especially young ones, can use their cards wisely. Have students take notes during the talk and ask questions. Direct each student to write a newspaper article based on the discussion. Submit the best article for publication in your school newspaper.

6. TEACHERS: For more information and a CNNfyi.com lesson plan on this topic, visit the following Web site:
   http://fyi.cnn.com/2001/fyi/news/04/10/credit/index.html.

LINKS:
http://www.bankcard.net/
http://www.studentmarket.com/student-credit-card-basics.html
http://www.nice.emich.edu/teens.cfm

EDITOR'S NOTE:
credit cards
consumers
debt
deferred payment
cash
interest rates

WORLDVIEW

Taking Care of Business: Russia Flat Tax

1. What is a flat tax? Why has Russia decided to institute a 13% flat tax? How does Russia's new tax rate compare to other European countries? Why do supporters of Russia's new tax law believe that lowering the tax rate will result in higher revenues for the Russian government? By how much are revenues projected to increase for the first six months? What are the plans for altering business taxes?

2. Are taxes a good thing? Discuss. Do you think changing the law to entice Russians to pay their taxes is fair to people who were already paying their taxes under Russia's old system? Why or why not? What would you suppose are the negative side effects of a complex tax system? Why do you think tax codes become complex? Are there any positive aspects of this complexity? Explain.

3. Have your students use their texts, the Internet, and other resources to research Russia's recent history to better understand how the nation's economic situation contributed to the institution of the new flat tax. Group students and have each group explore the following aspects of recent Russian history:
    1. How economic life during the 1980s under the former Soviet Union was structured, and how it made current questions regarding taxation irrelevant
    2. How economic change was enacted following the collapse of the Soviet Union
    3. How crime has flourished under capitalism, including who has exploited the new system and how
    4. The plight of the average Russian citizen in the midst of the change to capitalism.

   Ask the groups to present their findings. Given these factors, is a flat tax likely to be popular in Russia? If so, among whom would it be popular, and why? Is the new tax likely to raise revenues for the Russian government? How important is it that revenues be raised? Do you believe that the Russian government made the right decision in enacting the flat tax?

   EXTENSION: Inform students that, compared to Russia's tax system, many people would probably describe the U.S. tax system as relatively fair and simple. Refer students to the last two links below to learn about America's tax system and whether a flat tax, similar to Russia's, would ever be passed in the U.S. Have students share their findings in class discussion.

LINKS:
http://www.cnn.com/2001/world/europe/08/20/russia.postcoup/index.html
http://www.russianeconomy.org
http://www.russianeconomy.org/comments/072600.html
http://www.theglobalist.com/nor/gdiary/2000/05-31-00.shtml
http://www.irs.ustreas.gov/

Culture Watch: Russia Voice of Jazz

1. Who was Willis Conover? Why were his radio shows jammed by the Soviet communist government? How large was his radio audience? Why do you think Conover regarded jazz as "the music of freedom"? What effect did Conover's shows have on Russia's future jazz musicians? Why is it that most Americans would not have heard of Conover?

2. Have students share what they know about life in Russia under Soviet communist rule. What is the "Voice of America"? Why do you think the Soviet government jammed Conover's transmissions? In your opinion, why would the Soviet government call jazz "decadent music" and imprison people for listening to it?

3. How has life in Russia changed since the end of the Cold War? Challenge students to identify aspects of Western culture that now exist in Russia, such as music, food and clothes. Then ask: Are there any disadvantages to completely opening Russian borders to all forms of Western ideas and entertainment? Discuss.

4. This CNN NEWSROOM segment describes jazz as an essentially American art form. Ask your students to break into three groups and use the Internet and other resources to investigate the roots of jazz and its development during the 20th century. Have each group investigate one of the following topics:
   1. Where jazz was "born" and what factors influenced its development
   2. The diversification of jazz into distinctive styles, such as Ragtime, Dixieland, Swing, and Big Band
   3. The influence of key musicians, such as Louis Armstrong, Count Basie, and Duke Ellington.

   After each group shares its findings, ask the class to consider how this information supports the idea that jazz's history is rooted in the U.S. What regions were most involved? What American demographic was initially attracted to jazz? What demographic is attracted to it today? What elements of jazz make it increasingly popular throughout the world? How might jazz evolve as it becomes more popular internationally?

LINKS:
http://www.voa.gov/programs/audio/realaudio/
http://cnn.com/coldwar
http://www.jazz.ru/eng/default.htm
http://www.jass.com/jazzo.html
http://www.jazzhistory.f2s.com/

Around the World: Harry Potter

1. How many copies of "Harry Potter" books have been sold throughout the world? In how many

languages are they published? Which "Harry Potter" book is being sold in Russia? What do Russian kids think about the book? Who will be translating the next "Harry Potter" book into Russian?

2. How do the "Harry Potter" books differ from other children's classics, like "Wind in the Willows" and "Winnie the Pooh"? Have you read any of the "Harry Potter" books? If so, what is your opinion of the books? What is your favorite book in the series? Why? What are some of your other favorite children's books?

3. Why do you think "Harry Potter" is popular throughout the world? Can you think of other children's books that are popular in different cultures? Have students consult their school librarian and online resources to compile a list of internationally known children's books. Then have each student prepare a report about one of these books. Instruct each student to identify the author's background, what aspects of the author and his/her culture are portrayed in the story, and the student's opinion of the book. After students share their reports, ask: What factors make a children's book universally appealing?

   EXTENSION: Challenge small groups of students to draw upon their research to write a story for 9-11 year olds that they think would appeal to children in different cultures. If possible, have your students share their stories with a fifth or sixth grade class.

LINKS:
http://europe.cnn.com/2001/WORLD/europe/UK/03/02/rowling.obe/
http://www.scholastic.com/harrypotter/home.asp
http://hosted.ukoln.ac.uk/stories/stories/rowling/potter
http://www.geocities.com/EnchantedForest/Mountain/5101/index.html

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EDITOR'S NOTE:
flat tax
Russia
jazz
Voice of America
decadent music
communism
translator
Harry Potter

NEWS CHRONICLE

Questioning Testing

1. What is behind the push for standardized testing in U.S. schools? How many U.S. states have some form of statewide testing? Why do you think mandatory testing appeals to many politicians? Why are some people critical of the federal testing mandate? Do you agree with Secretary of Education Rod Paige's assertion that, "Testing motivates kids to study harder and expect more of themselves"? Why or why not?

2. Generate a class discussion about the term "accountability." What does it mean? Who do students feel should be held accountable for their academic performance? Why? Have students conduct research to learn more about standardized testing and accountability in education. After students share their

findings, direct each student to write an essay in response to the following question: Would you support President Bush's plan for testing and educational accountability in your school?

EXTENSION: Inform students that, "The National Assessment of Educational Progress (NAEP), also known as 'the Nation's Report Card,' is the only national representation and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts."

Point out that, according to the NAEP, educational disparity exists among U.S. states. Direct students to the last two Web sites below to learn about their state's student and school population and the state's NAEP testing results. Have students compare their state's subject report cards to the subject report cards of other states. Next, divide your class into eight groups and assign each group one of the NAEP subject areas. Instruct each group to assess the learning opportunities in the subject area available at your school. Students will want to examine the frequency and level of classes offered for each subject. Then, ask students to propose ways for their school to enhance learning opportunities in each subject. Invite your principal to attend a class discussion in which students share their findings and ideas. Ask your principal to share his/her thoughts about the educational challenges facing your state, and what is being done to address these challenges.

LINKS:
http://www.ed.gov/
http://dmoz.org/Society/Issues/Education/Standardized_Testing/
http://www.ccsso.org/introprofile.html
http://nces.ed.gov/nationsreportcard/
http://nces.ed.gov/nationsreportcard/states/

EDITOR'S NOTE:
standardized testing
U.S. public schools
accountability
mandate
assessment system

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

August 30, 2001

When teachers use CNN NEWSROOM, they see news linked to the curriculum through discussion questions and activities. Enrollment is FREE. Call 1-800-344-6219 or enroll online at http://turnerlearning.com/newsroom/enroll.html.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:25...01:00

Top Story ... 09:30...10:30
-More U.S. schools are instituting dress codes.
-The Bush administration pushes for standardized testing in U.S. schools.

DAILY DESK ... 00:25...10:55

Science Desk ... 02:20...13:15
How do fireflies produce light?

Science Desk Extra ... 00:45...14:00
-Mt. Etna's eruption patterns are becoming more explosive.
-Scientists discover fossils of beaked dinosaurs.

Look Ahead ... 01:00...15:00
Coming this Fall on CNN NEWSROOM: "Hispanic Power: Beyond the Numbers" "Incas"
"U.N. Special Session on Children"
"The Other Side of Africa"
"Bugs!"

WORLDVIEW ... 00:25...15:25

Inside North America ... 02:30...17:55
Pieces of Americana still exist on Route 66.

Around the World ... 02:30...20:25
Denmark hosts a Santa Claus convention.

Artistry in Action ... 02:55...23:20
Ajile Axam creates a new form of dance called moja.

NEWS CHRONICLE ... 00:20...23:40

Little League ... 03:45...27:25
The age of a Little League star is called into question.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Back to School

1. What factors have contributed to the school uniform movement in the U.S.? Why is the school uniform movement controversial? Does your school have a dress code? If so, what is your opinion of the code?

2. Share the following statement by Doe Kirkland: "Without the dress code, kids will push the bar, and clothing becomes a distraction." What does Kirkland mean? Do you agree with her statement? Why or why not?

3. Divide your class into two groups to debate whether public school students should wear uniforms. Instruct students to support their opinions with anecdotal research. Pose the following questions to help students prepare for the debate:
    - Is it important for kids to express their personality through dress?
    - What social and academic problems exist in U.S. schools?
    - Can uniforms improve U.S. schools?
    - Do uniforms help students focus on academics?
    - Do school uniforms infringe on children's civil rights?

   Following the debate, have students consider whether the potential benefits of wearing uniforms outweigh any loss of freedom.

4. What is behind the push for standardized testing in U.S. schools? What is President George W. Bush's "Leave No Child Behind" plan? Who is Rod Paige? Why do you think mandatory testing appeals to many politicians and some educators? Why are some people critical of national standardized testing?

5. How do the students in the video feel about the testing issue? What is your opinion? Do you think standardized testing is the best way to measure the performances of teachers and students? Discuss.

6. Generate a class discussion about the term "accountability." What does it mean? Who do students feel should be held accountable for their academic performance? Why? Have students conduct research to learn more about standardized testing and accountability in education. After students share their findings, direct each student to write an essay in response to the following question: Would you support President Bush's plan for testing and educational accountability in your school?

7. What major challenges does Dr. Paige face in his role as Secretary of Education? Point out to students

that President Bush's education reform plan calls for:

1. "annual testing of children in math and reading from grades three through eight
2. a significant increase in the frequency of student performance assessment
3. an increase in federal funds for teacher training
4. rewarding school districts and schools that improve student performance with more money, and punish those that fail to show improvement by cutting federal funds
5. a voluntary voucher system where parents with children whose schools fail to show improvement over three years can obtain federal aid -- roughly $1,500 per year -- to pay for private school tuition, a private tutor or for transportation to an alternative public school."

Then, divide your class into five groups and have each group research one of Mr. Bush's proposed education reform initiatives. Have students examine the pros and cons of the initiatives. Ask students: How might differing political ideologies in Congress and the pressure of interest groups impact the implementation of these initiatives? After each group presents its findings, have students discuss whether or not they support these initiatives.

8. TEACHERS: For additional information on educational issues in the U.S., check out CNNfyi.com's in-depth special "The All Purpose School."

LINKS:
http://www.ed.gov/
http://www.msue.msu.edu/msue/cyf/ttunifor.html
http://cnn.com/2001/US/08/28/paige.access.cnna/index.html
http://dmoz.org/Society/Issues/Education/Standardized_Testing/
http://www.ccsso.org/introprofile.html

EDITOR'S NOTE:
school uniforms
dress code
education reform
Rod Paige
standardized testing

DAILY DESK

Science Desk: Fireflies

1. How do fireflies control their blinking? How does oxygen impact the blinking? Have you ever used a bellows on a dying fire? What happened? Why do you think the scientist in the video compares the way that nitric acid works to blowing air on a dying fire?

2. Approximately how many species of fireflies are found in the United States? Why does each species have a specific flash? Why are scientists interested in the nervous systems of insects?

3. Have students define the term "bioluminescence." Refer students to the Web sites below to identify other reasons for fireflies' blinking. Then ask: How is this ability advantageous to fireflies? What are some other examples of bioluminescent organisms? Why do you think bioluminescence is often referred to as "cold light"? How is this light different from light produced by an incandescent light bulb?

4. Pair students. Have each pair create a chart that identifies and explains the chemical equation that allows fireflies to produce light. Students may want to explain the similarities and differences between luciferin and luciferase using the first Web site below. Then ask: How are scientists able to recreate this effect? For what purposes are these chemicals being synthesized? What are the pros and cons of producing these chemicals synthetically?

LINKS:
http://www.cbs.umn.edu/class/fall1999/biol/3211/goldstein/lec8-1.html
http://www.howstuffworks.com/question554.htm
http://www.purdue.edu/UNS/html4ever/980626.Turpin.fireflies.html
http://members.aol.com/earts69/dubois.htm
http://www.wettropics.gov.au/lm/fireflies.htm

EDITOR'S NOTE:
bioluminescence
fireflies
light
nitric acid

WORLDVIEW

Inside North America: Route 66

1. Why is this road important to America? How has this famed highway changed over the years? Do you live near Route 66? If so, what are some points of interest in your area?

2. Inform students that Route 66 runs through eight states and numerous cities. Refer students to the last link below to review the lyrics of Bobby Troupe's famous song "Get Your Kicks On Route 66." Have students list the cities mentioned in the song. Then, group students, assign each group a city from the list, and have each group search the Internet for information about its city. Have students compile their information and design a virtual Route 66 road trip for online travelers.

LINKS:
http://www.cnn.com/TRAVEL/DESTINATIONS/9802/route66/
http://www.national66.com/66hstry.html
http://www.route66.com/
http://visual.arts.ewu.edu/ets/304more.html
http://www.lastbandit.com/rte66pix.html#hr66aoa

Around the World: Santa Convention

1. Who is Santa Claus? What was the purpose of the Santa Claus convention in Denmark? How many tons of presents are distributed by the convention-attending Santas? How many reindeer do they use? What does it take to be a Santa?

2. How does the celebration of Christmas and the tradition of Santa Claus differ in countries throughout

the world? Group students. Have each group select a country and research its Christmas customs and its traditions related to Santa Claus. After each group presents its findings, ask: How do cultural factors influence specific Christmas traditions? What unique holiday customs are practiced in your families?

LINKS:
http://www.the-north-pole.com/history/
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/489960?op1=&st1=Santa&op2=&st2=&op3=

Artistry in Action: Student Bureau: Moja Dance

1. Who is Ajile Axam? What dance technique has she created? What forms of dance has Axam fused to create moja? What does the word "moja" mean in Swahili? What is a "djembe"? What is its role in the moja style of dance?

2. Point out to students that moja is an example of an art form that incorporates elements from different cultures. Challenge students to identify other forms of art that represent two or more cultures, such as jazz and rock and roll music. To what extent have these art forms influenced different cultures?

3. What elements of moja reflect African culture? Challenge groups of students to conduct research into different aspects of African culture, including art, music, dance, folklore and history, and share their findings. Discuss how influences of African culture can be found in students' everyday lives as well as around the world.

LINKS:
http://www.artslynx.org/dance/afro.htm
http://www.djembe.net/

EDITOR'S NOTE:
Americana
Route 66
Santa Claus
traditions
convention
dance
moja
African

NEWS CHRONICLE

Little League

1. Who is Danny Almonte? With what Little League team is he affiliated? Why is Almonte the focus of an investigation? How have Almonte and his father responded to the investigation? What are the possible outcomes of this investigation? What is your opinion of the Almonte investigation?

2. Refer students to the first link below and other resources to learn about the history of Little League baseball. When and how did the organization originate? How was Little League originally played? What changes and advancements have been made in this league since it began? After students present

their findings, ask: What lessons can kids learn from participating in Little League?

3. Ask students: In what types of sports do you participate? What are the qualification criteria for these sports? Do you think these rules are necessary? Why or why not? After the discussion, challenge students to identify examples of times when the qualifications of professional and nonprofessional players have been called into question. Direct students to examine the outcome and impact of these events. Then ask: What consequences do you think Almonte and his parents should face if the investigation reveals that Almonte violated the Little League age rule?

LINKS:
http://www.cnn.com/2001/US/08/28/little.league.pitcher/index.html
http://www.littleleague.org/
http://www.ins.usdoj.gov/graphics/index.htm

EDITOR'S NOTE:
Little League
Danny Almonte
investigation
Dominican Republic

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CNN NEWSROOM Guide

August 31, 2001

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:35... 00:35

TODAY'S NEWS ... 00:30...01:05

Top Story ... 07:00...08:05
-College students discuss the challenges of money management.
-A senior financial analyst talks about the importance of having a good credit rating.

DAILY DESK ... 00:20...08:25

Editor's Desk ... 03:00...11:25
Computer games are now entertaining pets as well as humans.

WORLDVIEW ... 00:30...11:55

Top of the World ... 02:30...14:25
World leaders meet to discuss racism.

Artistry in Action ... 03:10...17:35
A film about Jewish refugees in Africa is being shot in Kenya.

Around the World ... 02:50...20:25
Are kids spending too much time using computers?

Student Bureau ... 03:35...24:00
The voice of Kyrgyzstan's youth is beginning to be heard.

Web Site Information ... 00:45...24:45
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:20...25:05

Little League Update ... 02:25...27:30
The investigation of Danny Almonte continues.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Life Skills: Managing Your Money

1. What types of financial responsibilities have Katie and Shelly assumed since they moved to off-campus housing? What financial pitfalls do many college students encounter? How can these problems be prevented?

2. Who is Stan Sharp? What is his position at Merrill Lynch? What is "credit"? How and when do people begin to establish credit? Why is it important to have a good credit history? How can a credit card impact your credit rating?

3. What are the advantages and disadvantages of using credit cards versus cash? Refer students to the links below and other resources to learn how credit card companies make money on credit card holders. Then, have students "do the math" on several fictitious balances at varying interest rates. Discuss ways to avoid carrying credit card balances. Ask: Who seems to benefit most from credit card use: the consumer or credit card companies? Why?

4. Some students don't know where to start when it comes to creating a budget or personal financial plan because they don't keep track of their income and expenses. Direct each student to keep a two-week "money diary," including income (generated from jobs, allowances, etc.) and expenses (from daily/regular expenses to occasional spending on items like CDs). Direct students to list their income and expenses on a daily basis. Then, have them add up their total income and expenses at the end of the two-week period. After students share their experiences, ask: Did your expenses outweigh your income? Were any of your expenses frivolous? Are you wasting money? Was there a portion of your income that could be set aside for savings or investment? Have students discuss what they learned by monitoring their money, and how this experience could benefit them when setting up a budget or financial plan.

5. TEACHERS: Check out the following CNNfyi.com sites for an article and lesson plan on saving for college:
   http://www.cnn.com/2001/fyi/teachers.ednews/
   07/16/tuition.ap/index.html

   http://www.cnn.com/2001/fyi/lesson.plans/
   08/21/educational.tax.credit/index.html

LINKS:
http://www.italladdsup.org/
http://www.fool.com/teens/FamilyCollection980325.htm
http://womensinvest.about.com/money/womensinvest/cs/teachingteens/index.htm
http://www.thinkquest.org/library/lib/site_sum_outside.html?tname=3096&url=3096/
http://www.youngmonthly.com/calculators/

http://www.ml.com/

EDITOR'S NOTE:

money management
credit history
budget
financial capital
credit cards
debt
savings

DAILY DESK

Editor's Desk: Cats and Computers

1. What is the name of the computer game discussed in the segment? Who is the inventor of this game? How did he discover that the computer intrigued the cat? Who helped the inventor design the game? Can the cat play the game with its owner? What did the game's creator learn about the cat's eyesight from his work?

2. According to the segment, what other games do cats like to follow? Why do you think cats are so intrigued by moving objects? How do you think dogs might react to the game? What are some special features about this game that protect the computer's data? What game does the inventor hope to design next?

3. If cats are so fascinated by tennis and the computer game, Cyberpounce, what else might catch their attention and the attention of other kinds of house pets?
    1. Have students observe their pets, or the pets of others, watching different television programs - shows with other animals, baseball, cartoons, a western, etc. - for about 15 to 30 minutes.
    2. In addition, students might also play video games while their pets are watching; the animals may also be interested in the sounds and sights which emanate from the games. Students could also shine a flashlight on the wall and follow their pets' reactions.
    3. Each student should then record a short description of the pet (species and age), what he or she observed, including the pet's reaction, how long it stayed focused on the television or light, and any body language it may have exhibited or sounds it may have produced.
    4. In class, discuss the pets' reactions, the major behavioral differences between species and their ages, and research the reasons behind them. For example, dogs only see in grays; cats only see certain colors. Dogs may be more attuned to high-pitched sounds than cats. Birds may be more attuned to sounds than sights. Older animals may be hard of hearing or just accustomed to the sounds and sights around them. Ask students to chart their information to illustrate the different behaviors more clearly.

LINKS:

http://animal.discovery.com/cat_guide/intelligence.html
http://members.tripod.com/~Sandtracker/cat-iq.html
http://marco.beijen.nl/funstuff/test/catiq.htm
http://www.monpa.com/wcp/creative.html
http://www.catsinternational.org/1_1.html

EDITOR'S NOTE:
computer game
cats
Cyberpounce
animal behavior
pet

WORLDVIEW

Top of the World: U.N. Racism Conference

1. Where and when is the United Nations World Conference Against Racism taking place? What is the purpose of this conference? To what extent did the 1983 world conference impact public attitudes and policy regarding racism?

2. How would you define racism? Challenge students to cite examples of racism that have occurred, or are occurring, in different parts of the world. Refer students to multimedia resources to examine the history of these racist practices and their social and political impact. Have students share their findings in class discussion.

3. Why does racism occur? Point out that, according to educator Tim McCaskell, racism is purely historical. McCaskell says, "If we can show that racism has a beginning, then the 'human nature' argument obviously doesn't hold much water. And if racism has a beginning, then we can argue that it can have an end." (From A History of Race/ism, 1994.) Read this quote to students, then ask: With whom do you agree; with those who believe racism is a component of human nature, or with those who believe it was behavior learned throughout history? Challenge each student to write an essay, supported by research, that illustrates his or her view.

4. Is racism an issue in your community? If so, what is being done to address the issue? If not, what could other communities learn from yours? After discussing these questions, challenge students to interview older family members to learn their perspectives on racism. Direct students to pose the following questions: Have relations between the races improved or deteriorated in your lifetime? What do you think is responsible for either trend? What segments of local and global society must change to bring about a new way of thinking among all races? Have students share their findings. Challenge students to predict the future of race relations in their community and nation.

LINKS:
http://www.un.org/WCAR
http://www.racism.org.za/index.html
http://www.pdhre.org/chre/
http://multiculturalism.aynrand.org/diversity.html

Artistry in Action: Kenya German Jewish Film

1. What is the plot of the movie "Nowhere in Africa"? Who is directing the film? Where is the movie being filmed? Why is shooting the film in Kenya considered a coup for Kenya and its burgeoning film

industry? How does African actor Sidede Onyulo feel about his role?

2. Have students share what they know about WWII and the Holocaust. Then, direct students to the links below to learn about the history of anti-Semitism during Hitler's rise to power and its role during the Holocaust. After students present their findings, ask: Is racism an innate human characteristic, or is it learned? What factors contributed to the rise in anti-Semitic attitudes and beliefs among many Germans during the Nazi era? What, if anything, could have been done to prevent the escalation of anti-Semitism in Nazi Germany?

3. How did the global community respond to the issue of refugees and displaced persons during and following WWII? Divide your class into seven groups and assign each group one of the following countries:
    - South Africa
    - United States
    - Canada
    - England
    - Switzerland
    - Soviet Union
    - Sweden

   Then, refer each group to the links below and other resources to conduct research on its country's official and unofficial policies regarding displaced Jews and other refugees during World War II. After groups share their findings, ask each student to choose one of the countries researched and write a statement or poem as commentary on that nation's role during WWII regarding displaced persons and Jewish refugees.

LINKS:
http://translate.google.com/translate?hl=en&sl=de&u=http://www.zdf.de/wissen/aspekte/Sendung/44418/&
http://www.ushmm.org/
http://www.ushmm.org/dp/emigrate.htm
http://www.wiesenthal.com/

Around the World: Kids on the Internet

1. On average, how much time do kids spend on computers each day? What are some of the common reasons that kids use computers? Why are some people concerned about children using computers? Do you think these concerns are warranted? Why or why not?

2. How do you spend your free time? How much of your free time is spent using computers and watching television? Do you think it's essential for all kids to have access to computers and television? Discuss.

3. How does media shape young people's development? Refer students to the links below to learn about the history and societal impact of television and computers. Encourage students to interview adults over the age of 40 to solicit their opinions on how television and computers have influenced their lives, societal norms and values, and the development of children. Have each student write a report of his/her findings. After students share their reports with the class, have them list the pros and cons of television and computers on the board. Then ask: Do the benefits of these devices outweigh their drawbacks? Discuss.

LINKS:

http://www.nsbf.org/safe-smart/full-report.htm
http://lamar.colostate.edu/~hallahan/hchron.htm

Student Bureau: Communication Transformation: Kyrgyzstan Media

1. Locate Kyrgyzstan on a map of Asia. Based on the information in the segment, how would you describe the role of children in Kyrgyzstan? How are some of Kyrgyzstan's teenagers trying to change these roles? What is your opinion of these changes?

2. Refer students to the first two links below to learn about the history of Kyrgyzstan and how the collapse of the Soviet Union in 1991 impacted this nation's government, economy and culture. After students present their findings, ask: To what extent do you think these changes have influenced this generation of Kyrgyzstan's children? Do you think it's important for Kyrgyzstan's children to preserve their nation's traditions? Why or why not?

3. How does the role of children in your country compare to the role of children in Kyrgyzstan? Are the opinions of children valued in your country? Discuss. To what extent are children's issues addressed by your nation's mass media? Do you think children should have rights?

4. What is the goal of the Convention on the Rights of the Child? In 1999, UNICEF Executive Director Carol Bellamy stated that, "A century that began with children having virtually no rights is ending with children having the most powerful legal instrument that not only recognizes but protects their human rights." Have your students read the text of this legal instrument, the Convention on the Rights of the Child, by consulting the last Web site below. Discuss the rights that are enumerated in this document. What makes the Convention a "powerful legal instrument"? What standards and rights are included in the convention to improve the quality of life of children? What issues are not addressed in the convention?

LINKS:
http://www.cia.gov/cia/publications/factbook/geos/kg.html
http://www.lonelyplanet.com/destinations/central_asia/kyrgyzstan/
http://www.unicef.org/crc/crc.htm

EDITOR'S NOTE:
racism
discrimination
Holocaust
WWII
refugee
Kyrgyzstan
children's rights
computers

NEWS CHRONICLE

Little League Update

1. Who is Danny Almonte? What country is he from? How long has he been in the U.S.? With what Little League team is he affiliated? Why is Almonte the focus of an investigation? What problems

have emerged for Almonte and his family as a result of the investigation? What are the possible outcomes of this investigation?

2. What is a birth certificate? Why are they necessary? How do you get a copy of your birth certificate? Have students find out from their parents where they were born, and who they would contact to get a copy of their birth certificates.

3. TEACHERS: Check out the Chronicle section of yesterday's CNN NEWSROOM Guide for additional discussion questions and activities related to the Almonte investigation and Little League baseball.

LINKS:
http://www.cnn.com/2001/US/08/28/little.league.pitcher/index.html
http://www.littleleague.org/
http://www.ins.usdoj.gov/graphics/index.htm

EDITOR'S NOTE:
Danny Almonte
Little League
birth certificate
Dominican Republic
investigation

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